ED 417 266 AA 001 295

Resources in Education (RIE). Volume 33, Number 8.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
LANGUAGE- English
EDRS Price- MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131),Collected Works - Serials (022)
DESCRIPTORS- *Abstracts; Catalogs; Education; *Educational Resources; *Indexes; Resource Materials
IDENTIFIERS- *Resources in Education

Resources in Education (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, parents, etc.). Each issue announces approximately 1,100 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The COM edition contains all five of the indexes in the printed edition. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. (CRW/WTB)

ED 417 267 CE 074 970

National Quality Standards for Volunteer Literacy Programs.
PUB DATE- 96
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Educational Quality; *Literacy Education; *National Standards; Program Administration; Program Development; Program Implementation; *Voluntary Agencies; Volunteer Training

This document lists the national quality standards for volunteer literacy programs that were developed by Laubach Literacy Action in a 2-year project that began in 1994 and involved the following activities: extensive review of existing literacy quality standards and guidelines; analysis of previous national efforts to identify the elements associated with quality programs; and solicitation of input from national focus groups and local programs. The following items are addressed in the standards: governance (boards of directors/advisory groups, responsibilities and coordination of boards of directors/advisory groups, and organizational documents); program management (mission statements, long-range plans, public relations, fiscal management, human resource management, resource development, and program evaluation); program operations (learner recruitment, learner intake and placement, curriculum, instruction, instructional materials, learner

ED 417 285 CE 075 966

Dench, S.; O'Regan, S.
Helping Parents to Work: A Study for Kent TEC.
PUB DATE- 98
NOTE- 123p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *After School Programs; Career Change; Elementary Education; *Employment Patterns; Foreign Countries; Job Skills; *Parent Education; *Parenting Skills; Program Effectiveness; Program Evaluation; *Reentry Workers; Retraining; *School Age Day Care
IDENTIFIERS- England (Kent)

A study evaluated three clubs that provide out-of-school childcare in Kent, England: Out-of-School Childcare, Returners Roadshow and Workshops, and a parenting skills course. Questionnaires collected information from 29 club managers and 282 parents of children in the clubs and 78 participants of Returners events. Thirty participants in the parenting skills course completed evaluation forms; 22 responded to a mail survey. Findings indicated one-fifth of respondents' children attended a club 5 days per week; before the clubs opened, the respondent, usually the mother, had been the main source of childcare; and nearly two-thirds of parents reported work and study related reasons for using the club. Overall, parents reported a high level of satisfaction with most aspects of clubs' provision; three-fourths thought their children benefited positively; and the club had a strong labor market impact on respondents, mostly mothers. The clubs provided active play or sporting activities, quiet activities, and arts and crafts. Difficulties in staff recruitment included hours and pay and availability of qualified staff. Parental fees made up the majority of club income. The series of Roadshows and Workshops were attended by people planning to return to work after a gap and those wanting to change their job or career. Participants in the parenting skills courses were very positive about the course and its content. The course increased confidence and reassured people. (Contains 12 references.) (YLB)

ED 417 286 CE 075 967

Potosky, Alice
Taking the Worry Out of Work-Based Learning. The Law, Labor & School-to-Careers.
PUB DATE- 98
NOTE- 94p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cooperative Education; *Education Work Relationship; *Employer Employee Relationship; *Labor Legislation; Legal Responsibility; Program Implementation; *School Business Relationship; Secondary Education; *Work Experience Programs; *Youth Employment

This book contains information, case examples, resources, and ideas to help eliminate the fears of businesses with regard to legal and labor issues and get them involved in school-to-careers (STC) systems. It contains five chapters that cover the following: (1) the need for and the benefits of employer involvement in school-to-careers systems and potential barriers

ED 417 304 CE 076 010

Coates, Sharon, Comp.; Fitzpatrick, Lynne, Comp.; McKenna, Angela, Comp.; Makin, Alison, Comp.
National Reporting System: A Mechanism for Reporting Outcomes of Adult English Language, Literacy and Numeracy Programs.
SPONS. AGENCY- Australian National Training Authority, Brisbane.; Australian Dept. of Employment, Education and Training, Canberra.
PUB DATE- 95
NOTE- 118p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adult Literacy; Adult Students; Competence; Competency Based Education; Curriculum Development; *Data Collection; *English (Second Language); Evaluation Methods; Field Tests; Foreign Countries; *Literacy Education; Models; *National Programs; National Standards; *Numeracy; Outcomes of Education; Professional Development; Program Development; Program Evaluation; Recordkeeping; Records (Forms); Student Evaluation
IDENTIFIERS- *Australia

Australia's National Reporting System (NRS) was developed as a mechanism for reporting the outcomes of adult English language, literacy, and numeracy provision in the country's vocational educational and training system, labor market programs, and the adult and community education sector. This document is intended to explain the NRS to potential users: adult students; curriculum developers; program providers; commonwealth employment service staff; funding authorities; and industry and enterprise training personnel. Discussed first are the NRS's purposes and development. Next, the following components of the NRS are explained: five levels of competency; six aspects of communication; indicators of competence; conditions of performance; workplace and social contexts; and assessment principles. Guidelines for using the NRS are provided. The next five sections each contain materials for use with students at one of the levels of competence measured in the NRS. Each section includes the following: indicators of competence; language and literacy features and performance strategies; numeracy features and performance strategies; and sample activities. Concluding the document are proformas and record sheets. Appended are the following: list of curricula mapped in mapping; list of curricula for which translation agreements are being pursued; and field testing respondents. Contains a glossary and 210 references. (MN)

ED 417 305 CE 076 012

Cooperation with the World of Work in Technical and Vocational Education: A. The Policy Level--Studies from Hungary, Romania, and Sweden and B-- The Institution Level--A Study from the Russian Federation.
PUB DATE- 98
NOTE- 88p.; Product of the International Project on Technical and Vocational Education (UNEVOC).
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

ED 417 323 CE 076 055

Child Care Workers. Facts on Working Women. No. 98-1.
PUB DATE- 97
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Adults; Child Care Occupations; *Child Caregivers; Early Childhood Education; *Educational Needs; Employed Women; Employment Opportunities; *Employment Patterns; *Income; *Occupational Information; On the Job Training; Postsecondary Education; Preschool Teachers; Resources; Teacher Education

In 1996, the child care fields employed about 2.3 million workers, and opportunities in these fields are expected to grow at a faster than average rate through the year 2005. The training and qualifications required of child care workers vary widely. Each state has licensing requirements that regulate caregiver training, ranging from a high school diploma, to community college courses, to a college degree in child development or early childhood education. Child care workers, families, and employers all benefit, however, when child care workers have greater education and training opportunities. Although child care workers in private households earned median weekly earnings of $198 in 1996, early childhood teaching assistants had median weekly earnings of $231. Better-trained child care workers can compete for jobs with higher wages and better benefits. For example, preschool teachers in public schools who gain state certification generally have salaries and benefits comparable to kindergarten and elementary school teachers. (This report contains an annotated resource list of 6 publications for employers concerning providing high-quality child care and 10 resources for prospective child care workers.) (KC)

ED 417 324 CE 076 061

Scanning the Future: Preparing for Employment through Career Development.
PUB DATE- 97
NOTE- 188p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Career Choice; Career Development; *Career Education; Career Exploration; *Competence; *Education Work Relationship; *Employment Potential; Job Search Methods; *Job Skills; Labor Economics; Learning Activities; Money Management; Occupational Aspiration; Occupational Information; Secondary Education; State Curriculum Guides; Teaching Methods
IDENTIFIERS- Secretarys Comm on Achieving Necessary Skills; South Carolina

This curriculum guide, developed in South Carolina, provides opportunities for students to develop positive attitudes toward work, learn about occupations, and seek and retain employment. It is based on the competencies and foundations identified by the Secretary's Commission on Achieving Necessary Skills (SCANS). The guide's four units cover these topics: (1) employment and the economy; (2) career development; (3) workplace readiness; and (4) employment in the work force. Each competency area is addressed by student worksheets that consist of an objective, needed resources (such as student worksheets

ED 417 342 CE 076 097

Tamblyn, Annette; Shelton, Diane
Market Research Manual for Providers of Vocational Education and Training.
PUB DATE- 96
NOTE- 108p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Case Studies; *Data Collection; *Educational Demand; Field Studies; Foreign Countries; *Information Sources; Marketing; Public Agencies; Qualitative Research; Questionnaires; Research Design; *Research Methodology; Research Reports; Statistical Analysis; Surveys; *Vocational Education
IDENTIFIERS- Australia (Victoria); Educational Marketing; *Market Research; *TAFE (Australia)

This manual, which is intended for vocational education and training (VET) providers, does the following: explains fundamental market research concepts; highlights situations where market research can help VET providers with their planning and policy development; and illustrates the uses of market research in VET institutions. The following topics are discussed: purposes of market research; situations where market research is useful (defining problems, determining information requirements, and deciding between in-house and commissioned market research); market research briefs (format and content); data for market research (existing data, new data, and sampling); sources of existing data (internal sources, external sources, and 14 public agencies providing statistical data about VET in Australia); collection of qualitative data (situations where qualitative data are useful, methods, and collector skills for qualitative research); collection of quantitative data (survey methods, questionnaire design, and questionnaire samples); and management of the research process (field work, data processing, data analysis, and report writing). Concluding the manual are five case studies focusing on conducting research to determine the following: best way(s) to use promotions budgets; reasons for declining enrollments; feasibility of raising fees for short courses; student satisfaction with courses or programs; and an institution's image in the community. The book contains 13 references. (MN)

ED 417 343 CE 076 098

Benn, Roseanne, Ed.; Fieldhouse, Roger, Ed.
A Critical Assessment of Adult Continuing Education Curriculum Development in Practice. Occasional Paper Number 3.
PUB DATE- 98
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Research/Technical (143)
DESCRIPTORS- Access to Education; Adult Education; *Adult Learning; Case Studies; *Continuing Education; *Curriculum Development; *Distance Education; Educational Change; *Educational Practices; Educational Theories; Educational Trends; Extension Education; Foreign Countries; Higher

ED 417 361 CG 028 309

Bell, Mary Lou; Bliss, Kappie
Project SAVE: Evaluation of Pilot Test Results
PUB DATE- 97
NOTE- 70p.; The program described and the referenced curriculum materials are available only to Texas State residents. A seven-page overview, available at http://www.tabc.state.tx.us/programs/save1.htm, has been appended.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Alcohol Education; *Drinking; Intermediate Grades; Junior High Schools; Middle Schools; Pilot Projects; *Prevention; Program Descriptions; Program Evaluation; Resistance to Temptation
IDENTIFIERS- Middle School Students

The long-term goal of Project SAVE (Stop Alcohol Violations Early) is to reduce underage drinking. When a major revision of the program was initiated, the pilot program was evaluated for statistically measurable changes against short-term goals. The results of that evaluation are presented here. Four elements were included in the evaluation design: (1) a randomized experimental-control design with presurvey-postsurveys; (2) post-program evaluations by participants; (3) focus groups with selected participants; and (4) classroom observations by teachers and other school personnel, drug prevention professionals, evaluators, and other Texas Alcoholic Beverage Commission (TABC) agents. The results indicate that Project SAVE has a significant impact on participants with regard to critical factors related to alcohol use. The largest changes observed were in students' ability and motivation to resist alcohol. Students' knowledge of legal and physical consequences of alcohol use, as well as students' values, norms, and perceptions of the dangers of alcohol, were also improved. Students gave high ratings to the agents presenting the material and to the curriculum. Comments from student focus groups substantiated their ratings and provided feedback to project development. School personnel and drug prevention specialists expressed a high regard for the program. Recommendations for modifications and long-term evaluation are included. (Contains 11 references.) (EMK)

ED 417 362 CG 028 312

Goodman, Gregory; Powers, Stephen
Pima County Summer Youth Employment Program: Statistical Analysis Report.
PUB DATE- 97
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adolescents; *Dropout Programs; Education Work Relationship; *Educational Objectives; *High Risk Students; High Schools; Program Evaluation; *Summer Programs; *Youth Employment
IDENTIFIERS- Arizona (Pima County); Test of Adult Basic Education

The Summer Youth Employment Program was designed to give at-risk youth educational opportunities and work experience during the summer. This paper gives an overview of the Program's operation in Pima County (Arizona). Test results are presented for 1,975

ED 417 380   CS 013 107

Alber-Kelsay, Krista
Full-Day Kindergarten vs. Half-Day Kindergarten: The Outcome of First Grade Reading Achievement.
PUB DATE- 98
NOTE- 48p.; M.A. Research Project, Kean University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Comparative Analysis; *Full Day Half Day Schedules; *Grade 1; *Kindergarten; Kindergarten Children; *Portfolio Assessment; Primary Education; *Reading Achievement; Reading Research; School Schedules; Spelling; Time Factors (Learning)
IDENTIFIERS- East Brunswick School District NJ

This study examined the hypothesis that children who had participated in a full-day kindergarten program would not show a significantly higher academic achievement in first grade as measured by the standardized portfolio assessment than children who participated in a half-day program. The study compared four portfolio assessment scores of two groups of first grade students in the East Brunswick Public School District (New Jersey). The first group consisted of 16 children who participated in a full-day kindergarten program, and the second group consisted of 61 children who participated in a half-day kindergarten program. Results showed that the full-day kindergarten sample scores were higher in all areas than the half-day kindergarten sample, however, only significantly higher in one area--the Developmental Spelling Assessment subtest of the standardized portfolio. Findings suggest support for the hypothesis. (Contains 5 tables of data, 4 footnotes, and 31 references; related research and 10 pages of scores are appended.) (Author/CR)

ED 417 381   CS 013 108

Lund, David M.; Hildreth, Donna
Integrating the Computer into Language Arts in a Fifth Grade Classroom: A Developing Instructional Model.
PUB DATE- 97
NOTE- 18p.; Paper presented at the Annual Meeting of the National Reading Conference (47th, Scottsdale, AZ, December 3-6, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Childrens Writing; Computer Software; *Computer Uses in Education; Grade 5; *Instructional Effectiveness; Intermediate Grades; *Short Stories; Student Motivation; *Writing Improvement; *Writing Instruction
IDENTIFIERS- Descriptive Research; *Interactive Writing; Process Approach (Writing); *Technology Integration

A case study investigated an instructional model that incorporated the personal computer and Hyperstudio (tm) software into an assignment to write and illustrate an interactive, multimedia story. Subjects were 21 students in a fifth-grade homeroom in a public school (with a state-mandated minimum 45% ratio of minority students achieved by busing in students from surrounding areas) in an affluent area in the southeastern United States. Students were instructed in the writing of interactive stories using the process approach to

ED 417 400 CS 013 139

Dinnan, James A.; Moore, Allen B.; Wisenbaker, Joseph A.; Ulmer, Curtis; Spinks, David C.
Teacher Characteristics as Predictors of Reading Improvement among Adult Basic and Secondary Education Students.
PUB DATE- 96
NOTE- 36p.; Paper presented at the Annual Meeting of the American Educational Research Association (77th, New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Basic Education; *Adult Literacy; Predictor Variables; *Reading Improvement; Reading Research; *Secondary Education; Teacher Background; *Teacher Characteristics; Teacher Selection; Teacher Student Relationship
IDENTIFIERS- Test of Adult Basic Education

A study examined systematically the relationship of 40 teacher characteristics and the reading improvement of adult basic education (ABE) and adult secondary education (ASE) students. Subjects were 50 adult basic and secondary education teachers and 663 of their students from a dozen adult literacy programs in a Southern state. A multiple regression technique was employed to generate an equation to predict student reading gains on the basis of teacher characteristics. Results indicated that only 4 of the 40 examined teacher characteristics warranted inclusion in the final predictive equation: number of years a teacher had been working with adults in the same location; number of years since completion of the last college degree; teacher perception of percentage of reading gain attributable to his/her instructional and motivational efforts; and number of years since a teacher had completed a college-level reading instruction course. Results also indicated that only one of 14 student characteristics was related to reading improvement: pre-instructional Test of Adult Basic Education score. Recommendations include that, when student reading progress, the preeminent learning outcome, and other characteristics of prospective and incumbent teachers are equal, employment and retention decisions concerning ABE and ASE teaching positions should be based in the four teacher characteristics identified. (Contains 36 references and 7 tables of data). (RS)

ED 417 401 CS 013 140

Glazer, Susan Mandel
Assessment IS Instruction: Reading, Writing, Spelling, and Phonics for ALL Learners.
PUB DATE- 98
NOTE- 380p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Class Activities; Elementary Secondary Education; Instructional Effectiveness; *Phonics; Portfolios (Background Materials); Reading Comprehension; Reading Difficulties; *Reading Instruction; *Spelling Instruction; *Student Evaluation; *Writing Instruction

ED 417 422 CS 216 260

Miller, Tom, Ed.
Functional Approaches to Written Text: Classroom Applications.
PUB DATE- 97
NOTE- 295p.; This volume is a compilation of two TESOL France Journals.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- *Discourse Analysis; Elementary Secondary Education; *English Instruction; *Grammar; Higher Education; Reading Instruction; Rhetorical Theory; Science Instruction; Second Language Learning; *Text Structure; Textbooks; Writing Instruction
IDENTIFIERS- Functional Grammar; Social Constructivism; Text Factors

Noting that little in language can be understood without taking into consideration the wider picture of communicative purpose, content, context, and audience, this book address practical uses of various approaches to discourse analysis. Several assumptions run through the chapters: knowledge is socially constructed; the manner in which language accomplishes the goals of communication affects the overall text macro-organization to the choice of words; and most texts are so rich and complicated that no single approach can tease out all of the meaning. Chapters in the book are: (1) "Discourse Analysis and Reading Instruction" (William Grabe); (2) "Contrastive Rhetoric" (Robert Kaplan); (3) "Text Analysis and Pedagogical Summaries: Revisiting Johns and Davies" (Ann Johns and Danette Paz); (4) "Rhetorical Models of Understanding" (Claire Kramsch); (5) "From Information Transfer to Data Commentary" (John Swales and Christine Feak); (6) "Critical Discourse Analysis" (Thomas Huckin); (7) "Words and Pictures in a Biology Textbook" (Greg Myers); (8) "I Think That Perhaps You Should: A Study of Hedges in Written Scientific Discourse" (Francoise Salager-Meyer); (9) "The Voices of the Discourse or the Problem of Who Says What in News Reports" (Ana Maria Harvey); (10) "Applied Genre Analysis and ESP" (Vijay K. Bhatia); (11) "Genre Models for the Teaching of Academic Writing to Second Language Speakers: Advantages and Disadvantages" (Tony Dudley-Evans); (12) "Concordancing and Practical Grammar" (Tony Jappy); (13) "Describing and Teaching English Grammar with Reference to Written Discourse" (Marianne Celce-Murcia); (14) "Tense and Aspect in Context" (Kathleen Bardovi-Harlig); (15) "Towards a Psycho-Grammatical Description of the English Language" (Jean-Remi Lapaire and Wilfrid Rotge); (16) Using the Concepts of Given Information and New Information in Classes on the English Language" (William J. Vande Kopple); (17) "Theme and New in Written English" (Peter H. Fries); and (18) "Waves of Abstraction: Organizing Exposition" (J.R. Martin). Contains approximately 300 references. (RS)

ED 417 423 CS 216 263

Holm, Kirsten C., Ed.; Prues, Don, Ed.
Writer's Market, 1998: Where and How To Sell What You Write.
PUB DATE- 97
NOTE- 1122p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050),Reference Materials - Directories/Catalogs (132)

ED 417 442 CS 509 782

Kuster, Thomas A.
Articulating the Value Base of the Communication Curriculum in a New Program at a Small Private College.
PUB DATE- 97
NOTE- 14p.; Paper presented at the Annual Meeting of the National Communication Association (83rd, Chicago, IL, November 19-23, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Church Related Colleges; *Communication (Thought Transfer); *Curriculum Development; Higher Education; *Intellectual Disciplines; Religious Factors; Small Colleges; Two Year Colleges; *Values

In the spring of 1996, the Board of Regents of Bethany Lutheran College in Mankato, Minnesota, decided to ask the administration and faculty to do what was needed to change the small private church-related two-year college into a small private church-related four-year college. The first designated major was to be Communication. The first step in planning the new Communication curriculum was to articulate Bethany's institutional values. Two conferences were convened for the purpose of formally and deliberately articulating the values underlying the proposed communication major. The first attempt to formalize a statement of values appeared as a list of "outcomes" which would function as goals toward which the faculty could hope to move all the students. The list of anticipated competencies was incorporated into a mission statement, which were then developed into course offerings. Religious values underlie, infuse, and impart a unique flavor to all other values. Chief among the risks of discussing values is that differences will emerge. Some differences inhere in the discipline itself and have been issues for many years; other differences emerge because of the religious setting in which the college functions; and some differences emerge from personal perspectives of the individual planners. The curriculum planners' work is far from complete, but they are convinced that it was right for them to begin their planning with an unleashing of discussion of values among them, and that the discussion had its desired impact on their continuing decision making. (RS)

ED 417 443 CS 509 783

LeBlanc, H. Paul, III
Distributed and Problem-based Learning Techniques for the Family Communication Course.
PUB DATE- 97
NOTE- 32p.; Paper presented at the Annual Meeting of the National Communication Association (83rd, Chicago, IL, November 19-23, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)

ED 417 461 EA 028 906

KATE VII: Kansans' Attitudes toward Education.
PUB DATE- 92
NOTE- 14p.; For related studies, see EA 028 905-907.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Community Attitudes; *Educational Assessment; *Educational Environment; Elementary Secondary Education; Public Opinion; *Public Schools; School Community Relationship; *School Effectiveness; *State Surveys; Tables (Data)
IDENTIFIERS- *Kansas

The Teachers College at Emporia State University sponsors a biennial survey measuring the attitudes of Kansans toward their public schools. The results of the 1991 survey are reported here (the survey was patterned after the national Gallop Poll on public education). The report opens with details of the research procedures, which includes overviews of data analysis and sample selection. Survey findings are presented next. Kansans gave their local public schools significantly better grades than people nationally (75 percent) give their schools. Survey opinions are grouped under various categories and include ratings of high schools, local teachers, how teachers' jobs have changed in the past 10 years, perceptions of teachers' salaries, estimations of teachers' salaries, whether to raise teacher salaries, attitudes toward school boards, problems facing Kansas' schools, whether public schools are better, worse, or about the same over the past five years, whether schools or society are to blame for problems facing public education, how to raise more money for schools, how to reduce education spending, how to meet national education goals, a 10-month school year, publicly supported preschools, and whether to consolidate schools. The survey sample's composition is described at the end. (RJM)

ED 417 462 EA 028 907

KATE VIII: Kansans' Attitudes toward Education.
PUB DATE- 94
NOTE- 13p.; For related studies, see EA 028 905-906.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Community Attitudes; *Educational Assessment; *Educational Environment; Elementary Secondary Education; Public Opinion; *Public Schools; School Community Relationship; *School Effectiveness; *State Surveys; Tables (Data)
IDENTIFIERS- *Kansas

The Teachers College at Emporia State University sponsors a biennial survey to measure the attitudes of Kansans toward their public schools. The results of the 1993 survey are reported here (the survey was patterned after the National Gallop Poll on public education). The report opens with details of the research procedures, which includes overviews of data analysis and sample selection. Survey findings are presented next. Kansans gave their local public schools significantly better grades (59 percent gave them an A or B--a 4 percent decrease from 1991) than people nationally (47 percent gave them an A or B--a 7 percent increase from 1992) give their schools. Survey opinions are grouped under various categories and include ratings of local teachers, perceptions of teachers' salaries, estimations of teachers' salaries, whether to move a

ED 417 483 EA 028 949

Angelis, Kristine L.
The Evolving Relationship between Home Schoolers and Their Local Public Schools.
PUB DATE- 98
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Historical Materials (060),Reports - Research/Technical (143)
DESCRIPTORS- Court Litigation; *Educational History; Educational Practices; Educational Trends; Elementary Secondary Education; *Home Schooling; Parent Participation; *Public Schools; School Involvement; *School Role

There has been a dramatic increase in the number of children being home schooled during the past decade. The history of home schooling and its increasing interrelationship with public schooling are detailed. Demographic information on the home school population, a definition of home schooling, reasons to home school, and beliefs surrounding this practice are offered. A brief history of home schooling going back to the Colonial period of the United States is then provided, including the evolution of compulsory attendance laws, problems for home schooling, and the legality of home schooling. Legal issues are explored at length, with a focus on Supreme Court decisions that have affected home schooling, the role of private education, and the academic achievement of home schoolers. An analysis of public-school cooperation with home schoolers features examples such as dual enrollment, eligibility requirements for sports, and academic achievement. Some of the advantages and disadvantages are discussed, along with the internal problems that home schooling can engender. The paper closes with a profile of home schooling, outlining ideas to benefit public schools and the role of parents in such endeavors. Contains 67 references. (RJM)

ED 417 484 EA 028 950

Brunner, C. Cryss; Duncan, P. Kay
Constructed Communities of Willing and Unwilling Collaborative Leaders: In the Company of Women Administrators.
PUB DATE- 94
NOTE- 24p.; Paper presented at the Annual Meeting of the University Council for Educational Administration (Philadelphia, PA, October 28-30, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrators; Elementary Secondary Education; Higher Education; *Power Structure; *School Administration; Self Concept; *Sex Stereotypes; *Women Administrators
IDENTIFIERS- *Gender Issues

Many female administrators fear that white male culture will not allow them to be viewed as successful and powerful unless they behave as "ladies should." To explore such fears, this study examined the definition and application of power within the practice of women educational administrators. The purpose of the research was to construct a theory of power and to detail the differences between the feelings/beliefs and successes/failures of those women who define power as "power to" accomplish, and those who regard it in the more masculine

ED 417 503   EC 306 244

Harbin, Gloria; Ringwalt, Sharon; Batista, Leandro
Local Interagency Coordinating Councils: Purpose, Characteristics, and Level of Functioning. Early Childhood Research Institute: Service Utilization. Findings.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 98
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Research/Technical (143)
DESCRIPTORS- *Agency Cooperation; *Cooperative Programs; *Delivery Systems; *Disabilities; *Early Intervention; Group Dynamics; Group Structure; Infants; Integrated Services; Models; Organizational Development; Preschool Education; Program Evaluation; Program Improvement; Questionnaires; School Community Relationship; Social Services; Surveys; Toddlers
IDENTIFIERS- Individuals with Disabilities Education Act Part H; *Interagency Coordinating Council

This study surveyed local interagency coordinating councils (LICCs) required under Part H of the Individuals with Disabilities Education Act concerning: the composition of council membership; information regarding frequency of meetings, membership turnover, and other demographic characteristics of the groups; and how well the LICCs are functioning, the tasks they have accomplished, and what remains undone. Nine diverse communities with varying sociodemographics and population/resource densities in three states (Colorado, North Carolina, Pennsylvania) were selected. A questionnaire, the Coordination of Infant-Toddler-Preschool Services Questionnaire, was sent to 57 individuals in groups responsible for service coordination, and 43 responses were received. Results are detailed and then analyzed in terms of a four-state model of the development of interagency groups. Responses indicate that positive outcomes of efforts by LICCs include a more efficient service system, improved quality of services, an increase in the number of children and families served, an increase in referrals, and a service system that is easier for families to use. However, LICCs appear to be avoiding the more difficult tasks, such as performing needs assessments of the service system and analyzing agencies' policies. Analysis suggests that the development of many LICCs has been thwarted in the early stages. (Contains 23 references.) (DB)

ED 417 504   EC 306 245

Gallagher, James J.
Planning for Young Children with Disabilities and Their Families: The Evidence from IFSP/IEPs.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 98
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Attitudes; *Disabilities; Family Involvement; Family Needs; *Family Programs; Focus Groups; *Individualized Education Programs; *Individualized Family Service Plans; Interviews; Preschool Education; Professional Personnel;

ED 417 522 EC 306 264

Cadoree, Michelle, Comp.
Attention Deficit-Hyperactivity Disorder (ADHD).
PUB DATE- 97
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reference Materials - Bibliographies (131)
DESCRIPTORS- *Attention Deficit Disorders; *Books; Child Rearing; Databases; Elementary Secondary Education; *Hyperactivity; Organizations (Groups); *Periodicals; Resources

This bibliography lists approximately 130 references concerning children with attention deficit hyperactivity disorder (ADHD). An introduction briefly describes the scope of what is being included under this term. It then lists the Library of Congress subject headings which are relevant to the topic. The citations include author, title, an annotation (occasionally), and the Library of Congress cataloging number. Citations are listed under the following categories: basic texts, books for children and younger readers, books for adolescents and teens, books for adults with ADHD, books for parents, books for teachers and educators, books for practitioners and clinicians, books on therapy and treatment, personal narratives, related titles, bibliographies, directories, journals, journal articles, abstracting and indexing services (with relevant subject terms), and organizational resources. (DB)

ED 417 523 EC 306 265

Harlan, Jane E.
A Guide To Setting Up a Creative Art Experiences Program for Older Adults with Developmental Disabilities.
SPONS. AGENCY- Administration on Developmental Disabilities (DHHS), Washington, DC.
PUB DATE- 92
NOTE- 61p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Basic Education; *Art Activities; *Art Education; Creative Art; *Developmental Disabilities; Group Activities; Lesson Plans; *Mental Retardation; *Older Adults; Program Development; Rehabilitation

This guide is intended to help agencies serving older adults with mental retardation and other developmental disabilities in setting up a relatively inexpensive creative art program. The first section presents a rationale for creative art experiences for this population and then provides specific information on program development, including setting up the group, appropriate materials, promoting successful art experiences, the role of the group leader, responding to the art work, motivation, and accommodating various disabilities. Fifteen activity plans are included. Each one lists the materials needed, necessary preparation for the activity, instructions for participants, and suggestions for the group leader. The activity plans include exploring clay, painting to music, stimulus images including a head and shoulders or a vase/container, house cut-outs, stamp pad printing, paper and

ED 417 541 EC 306 285

Best Practices in Assessment and Programming for Students with Traumatic Brain Injuries.
PUB DATE- 97
NOTE- 191p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adventitious Impairments; *Evaluation Methods; *Head Injuries; Individualized Education Programs; Intervention; *Neurological Impairments; Neurology; Program Development; Student Evaluation

This manual is intended to give teachers a basic understanding of traumatic brain injury (TBI) and an in-depth understanding of techniques for evaluating the student with TBI in order to provide appropriate programming. Section 1 introduces a definition of TBI including incidence and causes, an overview of neuroanatomy, primary and secondary medical effects of TBI, and TBI and the schools. Section 2 offers fundamentals of brain development and function, such as basic principles of brain development, effects of damage on the developing brain, and brain-behavior relationships. Section 3 is on best practices in the assessment of students with TBI. It covers foundations of a TBI assessment battery and specific assessment techniques in general cognitive functioning, language, memory and learning, attention, visuoperceptual functioning, motor functioning, social-emotional functioning, and academic achievement. A seven-step procedure for conducting evaluations is also provided. Section 4 covers school reentry and appropriate programming for TBI students with suggested school reentry procedures and guidelines for programming, such as developing an intervention program, basic forms of intervention with TBI students, the use of computers in cognitive retraining, developing the TBI student's individualized education program, and dealing with the family of the TBI student. Appended are a glossary, descriptions of tests and ordering information, and a sample TBI report. (Contains approximately 175 references, a glossary of terms, test descriptions, and a sample TBI report.) (DB)

ED 417 542 EC 306 286

NIDRR Program Directory, Fiscal Year 1997.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 97
NOTE- 350p.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Disabilities; Engineering; *Federal Aid; Federal Programs; *Rehabilitation; *Research and Development; *Research Projects; Technical Assistance; Technology
IDENTIFIERS- Americans with Disabilities Act 1990; *National Institute on Disability Rehab Research

This directory lists all projects funded by the National Institute of Disability and Rehabilitation Research (NIDRR) during the 1997 fiscal year. It includes summaries, funding data, and contact information for a broad range of programs. Programs are grouped into the following categories: (1)

ED 417 559 EC 306 306

Orkwis, Ray; DeCarme, Judi; Glover, Jeanne
Discretionary Projects Supported by the Office of Special Education Programs under the Individuals with Disabilities Education Act, Fiscal Year 1997: Technology and Media Services.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 98
NOTE- 93p.; For earlier edition, see ED 404 807; for all five volumes of the directory, see EC 306 303-307.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Accessibility (for Disabled); Captions; Cultural Enrichment; *Disabilities; *Educational Media; *Educational Technology; Elementary Secondary Education; Federal Aid; Federal Legislation; Federal Programs; Grants; Instructional Materials; Postsecondary Education; Program Descriptions; Research and Development; *Special Education; State Programs; Technological Advancement; Television; Theory Practice Relationship; Videotape Recordings
IDENTIFIERS- *Office of Special Education Programs

The five-volume directory describes more than 1,200 discretionary grants and contracts supported by the Research to Practice Division of the Office of Special Education Programs. The projects are grouped into sections representing the seven program areas of the Individuals with Disabilities Education Act Amendments (1997), Part D. This volume, the fourth of the directory, describes projects concerned with technology and media services. These projects are intended to (1) support educational media activities that are designed to be of educational value to children with disabilities; (2) provide video descriptions, open captioning, or closed captioning of television programs, videos, or educational materials; (3) distribute captioned and described videos or educational materials; (4) provide free educational materials, including textbooks, in accessible media for visually impaired and print-disabled students in elementary, secondary, postsecondary, and graduate schools; and (5) provide cultural experiences through appropriate nonprofit organizations, such as the National Theater of the Deaf. The 80 projects are grouped by funding competitions and information includes grant number, title, project director, beginning and ending dates, and contact information. An abstract usually describes the project's purpose, proposed method, and proposed products. Four indexes are provided: a project director index, an organization index, a state index, and a subject index. (DB)

ED 417 560 EC 306 307

Orkwis, Ray; DeCarme, Judi; Glover, Jeanne
Discretionary Projects Supported by the Office of Special Education Programs under the Individuals with Disabilities Education Act, Fiscal Year 1997: State Improvement.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 98
NOTE- 77p.; For earlier edition, see ED 404 807; for all five volumes of the directory, see EC 306 303-307.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)

ED 417 577 EF 005 006

Delaney, Richard J.
School Buildings for the Next Century: An Affordable Strategy for Repairing and Modernizing New York City's School Facilities.
PUB DATE- 96
NOTE- 60p.; Funding provided by New York City Community Trust.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Building Obsolescence; *Educational Facilities Improvement; Educational Finance; Elementary Secondary Education; *Extended School Year; Program Development; *Public Schools; School Buildings; School Construction; School Funds; Tables (Data); Year Round Schools
IDENTIFIERS- *New York City Board of Education

Due to a lack of funding, New York City's public school buildings fall significantly short of providing adequate classroom space and technology support. Some policy changes that could promote more intensive use of school buildings and thus provide a comprehensive and affordable solution to this problem are described. It is suggested that instruction be extended throughout the year so that the extended school hours would allow two shifts of children to be instructed in the same building over the course of a single day without overcrowding the facility or reducing the amount of instruction each child receives. Using each school more intensively also would reduce the number of buildings the school system needs. This would allow the School Board to target its limited resources to create a network of facilities that would support better learning. It is recognized that instituting such changes would place demands on school administrators, families, and social service institutions, but such demands are not insurmountable. Two appendixes provide methodologies for estimating the capital impact and the operational impacts that such a plan would require. Contains 7 tables and 11 graphs. (RJM)

ED 417 578 EF 005 007

Community Use of Schools: Facility Design Perspectives.
PUB DATE- 95
NOTE- 108p.; Contains numerous photographs that may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Books (010)
DESCRIPTORS- Architecture; *Building Design; *Community Schools; *Educational Facilities Design; Elementary Secondary Education; Multipurpose Classrooms; *School Buildings; School Community Programs; *School Community Relationship; *School Construction; School Role; Shared Facilities

Described are ways in which schools are including spaces for technologically advanced media centers, auditoriums that can accommodate professional performances, expansive recreation centers, and elaborate and functional common areas and multipurpose rooms. The text opens with a discussion of some of the challenges and opportunities inherent in the community use of school buildings and includes numerous examples of cooperative programs. The planning process is detailed next, along with zoning requirements and the numerous facets surrounding design details. Some of the specific purposes of schools, such as celebrating the arts and recreational

ED 417 598 FL 025 120

Nakamura, Yuji
A Study of Raters' Scoring Tendency of Speaking Ability through Verbal Report Methods and Questionnaire Analysis.
PUB DATE- 96
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Research/Technical (143)
DESCRIPTORS- *English (Second Language); *Evaluation Criteria; Foreign Countries; Interrater Reliability; Language Research; *Language Tests; *Rating Scales; *Scoring; Second Language Instruction; Speech Skills; Student Evaluation; Surveys; Testing; *Verbal Tests
IDENTIFIERS- Japan

To find ways to improve rater reliability of a tape-mediated speaking test for Japanese university students of English as a Second Language, two studies gathered information on: how raters actually made their choices on rating sheets of students' speaking ability; determined what criteria teachers think they use and actually use in rating students' speaking ability; and drew implications for improving rater reliability. In the first study, subjects were six native English speakers and three Japanese teachers of English. They answered a 16-item questionnaire about rating techniques and criteria, then four months later, rated 30 student tapes, answered the questionnaire again, and gave a retrospective self-report about the internal process of evaluating student skills. One of the subjects also gave a self-report concurrent with rating tapes. In the second study, six audio- and videotape raters analyzed their rating tendencies through verbal reports, self introspective and retrospective reports, and interviews. Results of the two studies and implications for teaching and testing are reported. The instruments (questionnaires, retro/introspective questions, and interview questions) are appended. Contains 3 references. (MSE)

ED 417 599 FL 025 121

Nakamura, Yuji
Involving Factors of Fairness in Language Testing.
PUB DATE- 97
NOTE- 21p.; Based on a paper presented at the Annual Meeting of the Language Testing Research Colloquium (19th, Orlando, FL, October 6- 9, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavior Patterns; Comparative Analysis; *English (Second Language); Interrater Reliability; *Interviews; Language Laboratories; *Language Tests; Rating Scales; Second Language Instruction; Student Attitudes; Surveys; *Test Bias; Test Format; Test Items; *Testing; *Verbal Tests

This study investigated the effects of three aspects of language testing (test task, familiarity with an interviewer, and test method) on both tester and tested. Data were drawn from several previous studies by the researcher. Concerning test task, data were analyzed for the type of topic students wanted most to talk about or preferred not to talk about, and whether they had similar preferences for Japanese and English tests. Concerning

ED 417 618 HE 031 047

Gleeson, June
Women and Management in Higher Education. Final Report. CHESS Workshop (2nd, Cape Town, South Africa, May 27-31, 1996).
PUB DATE- 96
NOTE- 22p.; For related document, see HE 031 048.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Administrator Responsibility; Change Strategies; *College Administration; *Foreign Countries; Governance; Higher Education; *Leadership Training; *Management Development; Organizational Change; Professional Training; Research Skills; *Researchers; Skill Development; Staff Development; *Women Administrators
IDENTIFIERS- *British Commonwealth

The Commonwealth Higher Education Support Scheme (CHESS) 1996 workshop was designed to facilitate the development of women managers and leaders in the universities of the British Commonwealth. The management of change by women leaders in higher education was especially emphasized. The 36 participants represented 16 countries and were senior managers and trainers responsible for staff development within their institutions. Managers were advised to be cognizant of the structural and legal processes of change, as well as personal and sociocultural components. Workshop speeches and newly developed training modules focused on three areas: women in leadership positions in higher education, women and research, and women and university governance. Uses of the training materials were identified, including adaptations for different cultures. The research module considered developing staff members' capacity to plan and undertake research, work collaboratively on a research team, and write and publish. The governance module considered how universities are governed and how university legislation is developed, as well as ways to develop mentoring and networking schemes. Background information on the workshop is included, along with some results of a workshop evaluation, and specific outcomes of the workshop. The workshop program and a list workshop participants are appended. (SW)

ED 417 619 HE 031 048

Women and Management in Higher Education. CHESS Workshop (Colombo, Sri Lanka, January 5-11, 1997).
PUB DATE- 97
NOTE- 47p.; For the second CHESS workshop, see HE 031 047.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Administrator Responsibility; Change Strategies; *College Administration; *Foreign Countries; Governance; Higher Education; *Leadership Training; *Management Development; Organizational Change; Professional Training; Research Skills; *Researchers; Skill Development; Staff Development; *Women Administrators
IDENTIFIERS- *British Commonwealth

The Commonwealth Higher Education Support Scheme (CHESS) 1997 Workshop was designed to promote the professional development of women in leadership positions in higher education. Participants were drawn from senior university academics and administrators from five countries: Bangladesh, India,

ED 417 637 HE 031 089

MacFarland, Thomas W.
Students in Nova Southeastern University's Shepard Broad Law Center Judge the Inaugural Year of the Evening Program.
PUB DATE- 97
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Advising; Academic Standards; *College Administration; College Choice; Curriculum Design; *Employment Patterns; *Evening Programs; Geographic Location; Higher Education; Institutional Research; *Law Schools; Law Students; *Legal Education (Professions); Part Time Students; Professional Education; Program Evaluation; Relevance (Education); Reputation; Student Attitudes; Student Recruitment
IDENTIFIERS- *Nova Southeastern University FL

This report summarizes results of a survey of students in the recently-initiated part-time evening program of Nova Southeastern University (Florida) law school. Respondents included all 54 evening program students enrolled in spring 1997. Results indicate that about half the students hold a job that is either highly or moderately related to their academic program. Location and convenience were the two most frequently cited reasons for choosing the program. Students were generally satisfied with their experiences during the law school's first year with an evening program. Respondents identified a few areas of concern related to either recruitment or academic purposes. Less than 15 percent reported selecting the law school for its academic reputation. The process of assigning students to advisors and the quality of advising seemed to be problematic for this population. The report is in narrative form; tables summarizing data, and the questionnaire are appended. (Contains four references.) (MSE)

ED 417 638 HE 031 090

Atherton, Blair
Undergraduate Persistence and Rates of Graduation: A Cohort Analysis of First-Time in College Freshmen.
PUB DATE- 97
NOTE- 31p.; Appendix A is not included in the report.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Persistence; *College Freshmen; College Outcomes Assessment; College Students; Comparative Analysis; Compliance (Legal); *Graduation; Higher Education; Institutional Research; Nontraditional Students; Racial Distribution; *School Holding Power; Student Characteristics; Tables (Data); Transfer Students; Undergraduate Study
IDENTIFIERS- Crime Awareness and Campus Security Act 1990; Florida; *Graduation Rates; *Nova Southeastern University FL

The report summarizes a study of the six-year graduation rates of first-time college-degree-seeking undergraduates at Nova Southeastern University (NSU) (Florida). The purpose of the study was to (1) develop research methods that would be in compliance with the Student Right-to-Know Act (SRK), and to further investigate the composition of undergraduate cohorts at the university. The study examined rates of graduation and

ED 417 655 HE 031 108

Snyder, John; And Others
Allied Health, Part I, Program Review. Consultants' Report.
PUB DATE- 97
NOTE- 240p.; See ED 311 790 for the previous review of this program.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Allied Health Occupations Education; Allied Health Personnel; College Faculty; Educational Demand; Educational Supply; Educational Trends; Higher Education; Program Evaluation; *State Universities; *Statewide Planning; Trend Analysis
IDENTIFIERS- *State University System of Florida

This report presents results of an external review of programs at Florida State University institutions providing training in those allied health occupations which provide direct patient care. An executive summary finds that, overall, the allied health academic enterprise in the State University System is functioning well with strong student demand for programs and strong employer demand for graduates. A section on trends in allied health care notes factors of supply and distribution of allied health personnel, limitations on expansion of allied health education, curricula and specialized accreditation, and expanding roles and increased credentials. Next, system-wide issues and recommendations are offered which address; faculty appointments; faculty salaries; diversity; equipment needs; articulation with Associate of Science degrees; clinical education sites; distance learning; supply, demand and distribution of personnel; special needs for speech-language pathologists; limited access; rising career-entry credentials; faculty preparation; and faculty practice plans. The bulk of the report provides review data for each campus and program. These include the University of Florida, Florida State University, Florida A&M University, University of South Florida, Florida Atlantic University, the University of West Florida, University of Central Florida, and Florida International University. Appended are lists of consultants and university coordinators, the employer survey results, and university profiles. (Contains 21 references.) (DB)

ED 417 656 HE 031 112

What Do Students Learn? Virginia Higher Education, Indicators of Institutional Mission, Number 2.
PUB DATE- 96
NOTE- 39p.; For other volumes in this series, see ED 399 841 and HE 031 113-114.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *College Outcomes Assessment; Community Colleges; *Educational Assessment; Higher Education; *Institutional Mission; Program Evaluation; Public Colleges; *State Colleges; *State Universities; *Student Evaluation
IDENTIFIERS- *Virginia

This report summarizes, institution by institution, what each of the 17 public colleges and universities in Virginia have learned from formal assessment programs in the biennium ending in 1996 and how the institutions have used that information to improve their programs. A two-page spread for each institution

ED 417 675 HE 031 131

Tussman, Joseph
The Beleaguered College. Essays on Educational Reform
PUB DATE- 97
NOTE- 198p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Academic Freedom; *Curriculum Design; Educational Change; *Experimental Colleges; *General Education; Higher Education; Humanities; *Liberal Arts; *Role of Education
IDENTIFIERS- *University of California Berkeley

The five essays of this book focus on educational reform in higher education and are based on several persistent themes: that there is a fatal conflict between the graduate school and the undergraduate college; that "liberal" education is in a fundamental sense "politics", therefore, an education needed by everyone for all in a democratic society; and that the current undergraduate curriculum is marked by curricular incoherence and fragmentary course structure made worse by a view of the student as "customer." Chapters 1 and 2 describe an attempt during the late 1960s to establish a radically different form of lower-division liberal education at the University of California, Berkeley. The program involved study of the Greek world, 17th century England, and the U.S. Constitution, and was intended to encourage student examination of the moral dimensions of a given situation. Chapter 3 provides a justification for the study of the classics, especially the Greeks. Chapter 4 is a tribute to Alexander Meiklejohn, an educator and social thinker who developed an innovative concept of liberal education at an experimental college from 1927 to 1932 at the University of Wisconsin. Chapter 5 focuses on the concept of "teaching power" as an inherent constitutional power of the state. (BF)

ED 417 676 HE 031 132

Levine, Arthur; Cureton, Jeanette S.
When Hope and Fear Collide: A Portrait of Today's College Student. The Jossey-Bass Higher and Adult Education Series.
PUB DATE- 98
NOTE- 185p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- *College Students; Educational Trends; Higher Education; Interviews; National Surveys; Private Colleges; Public Colleges; Social Change; *Student Attitudes; Student Development; Student Surveys; *Trend Analysis; *Undergraduate Students

This book reports on several studies of the attitudes of college students in the 1990s, tracing the differences which have developed in the last decade. A representative sample of 9,100 undergraduates was surveyed in 1993, and interviews and small focus groups were conducted with student body presidents, student newspaper editors, and student affairs officers at 28 campuses in 1993 to 1995. Results are detailed and analyzed in eight chapters. Chapter 1, "Generation without a Name," examines popular conceptions of today's college students. Chapter 2, "Flaws, Problems, and Decline: The New Localism," looks at the social and political world of students. Chapter 3, "Campus Politics: Let the Buyer Beware!" takes up campus

ED 417 695 IR 018 761

CNN Newsroom Classroom Guides. March 1-31, 1998.
PUB DATE- 98
NOTE- 73p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cable Television; *Class Activities; *Current Events; Discussion (Teaching Technique); *Educational Television; Elementary Secondary Education; *News Media; *Programming (Broadcast); *Social Studies; Teaching Guides
IDENTIFIERS- Cable News Network; *CNN Newsroom

These classroom guides, designed to accompany the daily CNN (Cable News Network) Newsroom broadcasts for the month of March, provide program rundowns, suggestions for class activities and discussion, student handouts, and a list of related news terms. Topics include: United Nations (UN) and Iraq interpret their recent deal in different ways, Antarctica's ecology, UN Security Council reaches unanimity on language regarding consequences if Iraq fails to honor its weapons inspection agreement, violence erupts in the Balkans as ethnic Albanians want independence from Serbia, and U.S. Congress gives Puerto Rico a chance to determine its own status (March 2-6); international community ponders its options for dealing with Serbia over Kosovo crisis, International Women's Day, the Contact Group issues a declaration endorsing punitive measures against the government in Belgrade, Indonesia reelects President Suharto to his seventh term, despite the country's faltering economy and resulting unrest, Danish students cast ballots to learn firsthand about democracy, supernovas may hold clues to the formation of the universe, and Alvin Ailey American Dance Center celebrates its 40th anniversary (March 9-13); Korean peace talks resume, the Vatican issues a "statement of regret" for the role of the Catholic Church during the Holocaust, Israeli Prime Minister Netanyahu snubs British officials' attempt at peace, tensions escalate in Kosovo, U.S. Vice President Al Gore announces reforms for Internal Revenue Service, and new prime minister is inaugurated in India (March 16-20); President Clinton's trip to Africa, Boris Yeltsin fires his entire cabinet, Clinton pledges financial aid for Uganda's schools, new bone marrow transplant procedure seems to have a 100% success rate, and UN officials inspect Iraqi palace (March 23-27); internal Central Intelligence Agency (CIA) review of the Bay of Pigs incident puts blame on the agency, and negotiators in Ireland race to complete a peace agreement by the April 9 deadline (March 30-31). (SWC)

ED 417 696 IR 018 762

Clark, Sharon E.; Denton, Jon J.
Integrating Technology in the School Environment: Through the Principal's Lens.
PUB DATE- 98
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Benchmarking; *Computer Uses in Education; *Educational Technology; *Elementary Secondary Education; *Principals; Program Evaluation; *School Administration; Staff

ED 417 714 IR 056 935

Dix, Alan J.; Finlay, Janet E.; Abowd, Gregory D.; Beale, Russell
Human-Computer Interaction. Second Edition.
PUB DATE- 98
NOTE- 638p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Cognitive Psychology; *Computer Interfaces; *Computer Science; *Computer System Design; Computer Uses in Education; Computers; Evaluation Methods; *Human Factors Engineering; Individual Needs; Linguistics; *Man Machine Systems; Memory; Models; Multimedia Materials; *Programming; Sociology; Task Analysis; World Wide Web
IDENTIFIERS- *Computer Users; Groupware

This book examines human-computer interaction (HCI), with a focus on designing computer technology to be more usable by people. The book provides a multi-disciplinary approach to the subject through a synthesis of computer science, cognitive science, psychology, and sociology, and stresses a principled approach to interactive systems design that fits a software engineering environment. The book is structured in three parts. Part 1, "Foundations," covers the basic foundations of HCI in terms of human psychology, computer systems, and the implications of the interaction between them. Chapter 1, "The Human," looks at human perception, cognition, and problem-solving as factors which influence the usability of a design. Chapter 2, "The Computer," discusses available design technology. Chapter 3, "The Interaction," discusses interaction between human and computer. Part 2, "Design Practice," concentrates on the integration of HCI into design practice. Chapter 4, "Usability Paradigms and Principles," looks at the history of interactive system design and identifies principles which support usability. Chapter 5, "The Design Process," discusses software engineering and how it is influenced by the insistence of user-centered design. Chapter 6, "Models of the User in Design," chapter 7, "Task Analysis," chapter 8, "Dialog Notations and Design," and chapter 9, "Models of the System," discuss modeling techniques that can ensure usability principles are not violated. Chapter 10, "Implementation Support," looks at the support tools and environments available to interactive system programmers. Chapter 11, "Evaluation Techniques," looks at analytic and empirical methods for evaluating systems to see if they meet user requirements. Chapter 12, "Help and Documentation," discusses the design of user support systems. Part 3, "Application Areas," includes chapter 13 "Groupware"; chapter 14, "CSCW and Social Issues"; chapter 15, "Out of the Glass Box"; and chapter 16 "Hypertext, Multimedia and the World Wide Web." Contains 266 references and an index. (JAK)

ED 417 715 IR 056 936

Roberts, Stephen A.
Financial and Cost Management for Libraries and Information Services. Second Edition.
PUB DATE- 98
NOTE- 406p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-

assessment, social services support, and learner development); and volunteer development (volunteer recruitment, training for tutoring and nontutoring volunteers, and volunteer management). (MN)

ED 417 268 CE 075 617

Kenway, Jane, Ed.; Tregenza, Karen, Ed.; Watkins, Peter, Ed.
Vocational Education Today: Topical Issues.
PUB DATE- 97
NOTE- 161p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- At Risk Persons; Career Education; Disadvantaged Youth; *Education Work Relationship; Educational Change; Educational Objectives; Educational Opportunities; *Educational Practices; *Educational Trends; Educationally Disadvantaged; Foreign Countries; Justice; Mentors; *Outcomes of Education; Postsecondary Education; Poverty; Program Design; Risk Management; Role of Education; Secondary Education; Trend Analysis; Unemployment; *Vocational Education; Womens Education; Youth Programs
IDENTIFIERS- *Australia (Victoria); *TAFE (Australia)

This book contains 13 papers examining topical issues in vocational education and training (VET) in Victoria, Australia. The following papers are included: "Vocational Education and Schooling: The Changing Scene" (Jane Kenway, Sue Willis, Peter Watkins, Karen Tregenza); "The Enterprise Approach" (James Mulraney); "VET Programs at James Harrison College" (John Bromilow); "'Great Organisations Dream Great Dreams" (David Gallagher); "An Investigation into the Impact of Mentoring Unemployment" (Barbara Hammond); "Issues Confronting Vocational Education in Victorian Schools in the Late 1990s" (Karen Tregenza, Jane Kenway, Peter Watkins); "Participant Pathways and Outcomes in Vocational Education and Training: 1992-95" (Peter Dwyer, Aramiha Harwood, Geoff Poynter, Johanna Wyn); "Paths to Pathways: Educational Pathways for Educationally Disadvantaged Young People" (Jennifer Angwin, Louise Laskey); "Enhancing Girls' Post School Options through Career and Vocational Education" (Jane Kenway, Sue Willis); "Vocational Education Programs: Managing Risk in a Risk Society" (Peter Watkins); "Reframing the Discourse of Skill" (Nancy S. Jackson); "Learning about Poverty, Disadvantage and Justice" (Basil N. Varghese); and "Spectacle in the Dark: Youth as Transgression, Display, and Repression" (Leslie G. Roman). Individual papers contain references. (MN)

ED 417 269 CE 075 658

Radtke, Paul H.; Frey, Paul R.
Sea Stories: A Collaborative Tool for Articulating Tactical Knowledge.
PUB DATE- 97
NOTE- 12p.; Paper presented at the Interservice/Industry Training, Simulation, and Education Conference (Orlando, FL, December 1-4, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Computer Oriented Programs; Computer Uses in Education; *Decision Making; *Instructional

to their participation; (2) what the School-to-Work Opportunities Act, the Fair Labor Standards Act, and child labor laws have to say about placing students in the workplace and how to distinguish between employment and learning experiences; (3) why terms such as liability, workers' compensation, accident insurance, and confidentiality and bonding are not problems; (4) how to ensure that work-based learning efforts will have employers' full support--creating a safe, meaningful, and productive experience for all students; and (5) putting all the information together, with an emphasis on communication that avoids misperceptions and assures employers that, in school-to-careers, the benefits spread evenly and everybody wins. Eight appendixes include the following: 35 resources, a work-based learning opportunities chart, lists of regional wage-hour offices and state child labor contacts; application of state and federal child labor laws, and lists of state workers' compensation offices, state union contacts, and state school-to-work coordinators. (KC)

ED 417 287 CE 075 969

Cappelli, Peter; Bassi, Laurie; Katz, Harry; Knoke, David; Osterman, Paul; Useem, Michael
Change at Work.
PUB DATE- 97
NOTE- 276p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Corporations; Economic Change; *Education Work Relationship; Educational Needs; Employee Attitudes; Employer Attitudes; *Employer Employee Relationship; *Employment Patterns; *Employment Practices; Employment Problems; Industrial Structure; Job Layoff; Job Satisfaction; Job Training; Labor Force Development; Labor Legislation; Labor Market; *Organizational Change; Part Time Employment; Personnel Management; Productivity; Public Policy; Reduction in Force; Salary Wage Differentials; Social Change; Trend Analysis; Unemployment; *Work Environment
IDENTIFIERS- Downsizing; High Performance Work Organizations

This book estimates and analyzes the changes currently under way in the U.S. workplace. The book's seven chapters are: (1) "The Pressures To Restructure Employment" (effects of labor law and public policy, increased competitiveness, new markets, financial restructuring, investor pressures, new management techniques, faces and effects of restructuring); (2) "Downsizing and Employment Insecurity" (nature, scope and effects of downsizing; corporate policies to ease the burdens of downsizing; employer and employee responses to downsizing); (3) "Work Organization" (high-performance work organizations, work organization and performance, prospects for diffusion); (4) "Job Training Programs and Practices" (theories about company training, ways of measuring training, dimensions of company training, movement toward a new national training policy); (5) "Implications of a 'Skills Gap' for Policy" (jobs and skills in the future, employers' needs, the supply of skills, employer choices); (6) "The Effects of Restructuring on Employees" (trends in unemployment, layoffs and job security, job tenure, temporary jobs, wages, hours of work, workloads, stress, morale and attitudes performance, the social contract at work, revision of the psychological contract); and (7) "Conclusion" (implications of the new work system and options for parties in a new psychological contract). Fifty-eight tables/figures are included. Contains 414 references. (MN)

DESCRIPTORS- *Articulation (Education); Case Studies; Comparative Analysis; Cooperative Planning; Economic Change; *Education Work Relationship; Educational Change; Educational Cooperation; Educational Legislation; *Educational Policy; *Educational Practices; Foreign Countries; Government Role; Government School Relationship; *Institutional Cooperation; Labor Market; Policy Formation; Secondary Education; Social Change; *Vocational Education
IDENTIFIERS- Hungary; Romania; Russia; Sweden

This document contains a synthesis paper and four case studies of cooperation with the world of work in vocational and technical education (VTE) in Hungary, Romania, Russia, and Sweden. "Synthesis" (R. Barry Hobart) considers the common social and economic variables affecting VTE in the four study countries. The three case studies focusing on cooperation at the policy level are as follows: "The Policy Level: Hungary" (Andras Benedek); "The Policy Level: Romania" (Cesar Birzea, Mihaela Jigau, Florentina Anghel); and "The Policy Level: Sweden" (Nils Friberg, Marianne Lindberg). Among the topics discussed in those papers are the following: socioeconomic transitions during the past decade; new actors and priorities; changes in legislation; labor market training and continuing vocational education; and cooperation between enterprises and professional training institutions. The fourth case study, "The Institution Level: The Russian Federation" (Institute for Development of Vocational Education of the Russian Federation), examines the following: primary factors capable of affecting cooperation among professional training and education establishments and enterprises; instruments of cooperation; barriers hampering cooperation; cooperation in training the unemployed and jobless population; and inductive measures for promoting cooperation between educational institutions and enterprises at the level of training. (MN)

ED 417 306 CE 076 014

Schank, Roger
Virtual Learning. A Revolutionary Approach to Building a Highly Skilled Workforce.
PUB DATE- 97
NOTE- 185p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; *Computer Assisted Instruction; Computer Software; Job Training; Learning Motivation; *Learning Theories; *Multimedia Materials; Program Development; Simulated Environment; Skill Development; Teaching Methods; *Virtual Reality; Vocational Education

This book offers trainers and human resource managers an alternative approach to train people more effectively and capitalize on multimedia-based tools. The approach is based on computer-based training and virtual learning theory. Chapter 1 discusses how to remedy problems caused by bad training. Chapter 2 focuses on simulating work and creating ideal learning environments. Chapter 3 depicts virtual learning as a success-based learning system that allows failure with dignity. Chapter 4 describes 10 rules to guide companies' thinking and training and offers suggestions for putting these rules to work for training. Chapter 5-9 communicate how computer simulations and scenarios incorporate the learning principles discussed in and student activity sheets), and a procedure for carrying out the activities. Nine appendixes include information on the following: career clusters, career interest inventories, sample lists of occupations, postsecondary education training options, the work ethic, leadership, SCANS competencies, South Carolina Chamber of Commerce Education Report, and South Carolina Curriculum Frameworks and Academic Achievement Standards. (KC)

ED 417 325 CE 076 062

Fusch, Gene E.
Individualism, Inspiration and Personal Market as Related to Education and the Workplace.
PUB DATE- 95
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adult Education; Educational Economics; *Educational Objectives; *Human Capital; *Human Resources; Individual Needs; *Individualism; *Labor Force Development; Labor Market; Personnel Selection; Productivity; *Role of Education; Theories

A review of human investment in education considers the pivotal human capital theory in relation to complementary, replacement, and opposing hypotheses and the interrelationship of workers, education, and workplace production. Analysis of definitions of human capital concludes that it is the marketable value of an individual that additional education and training should improve. The screening hypothesis (or theory of credentialism) is a complement or an alternative to human capital theory. Employers use educational credentials as criteria for hiring because educated workers may possess a higher level of other skills. In the competition model, similar to the screening hypothesis, workers are selected by employer preference and often trained on the job. The labor market segmentation model has two types: one relating to technological requirements and the theory of primary and secondary labor markets. Radical theorists have accused capitalists of deliberately creating the segmented labor market to evade unionization and worker militancy through a divide and conquer strategy. Of these theories, only the radical approach recognizes the importance of high quality education but advocates a social revolution that shifts educators from preparing workers for the work force to indoctrinating them with communal economic philosophy. All approaches fail to give adequate consideration to the individual. A newly modified human capital theory emphasizes sociological theory through the individualization theorem. It charges each individual with the responsibility of life decisions. (Contains 33 references.) (YLB)

ED 417 326 CE 076 064

Fusch, Gene E.
Industrial Maintenance Technology (IM-TEC). Student Manual.
PUB DATE- 95
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Associate Degrees; Course Descriptions; Curriculum Development; Degree Requirements; *Electricians; *Equipment Maintenance; *Evening Programs; Industry; *Machine Repairers; Program Development; Program Implementation; Technical

Education; History Instruction; Humanities Instruction; Language Role; Liberalism; Part Time Students; *Theory Practice Relationship; Transfer of Training; Trend Analysis
IDENTIFIERS- *United Kingdom

This document contains six papers examining the theoretical and practical development of university adult continuing education (ACE) curricula in the late 1990s. The following are among the factors considered in "An Exploration of the Factors Affecting the Adult Continuing Education Curriculum" (Roseanne Benn): goals; cultural, political, and educational forces; and experiences or philosophies of knowledge. "Word-Power: The Influence of Language on Practice in Curriculum Development" (Simon Trezise) explores the power of the dominant discourse and the power of individuals to resist or change it. The drive toward vocational relevance in ACE in the last 2 decades and its effect on curriculum development is analyzed in "A Re-formation of Liberal Values: Embedding Transferable Skills in the Adult Continuing Education Curriculum" (Roger Fieldhouse). The trend toward a "skills-based" history in ACE is traced in "Developing a History Curriculum for Adult Learners--A Case Study" (Lynne Thompson). "A Part-time Humanities Degree off Campus: Factors in Curriculum Design" (Ella Westland) describes efforts at the University of Exeter's outpost in Cornwall to respond to changing student demands and funding formulas. "Widening Access: A Curriculum for Distance Learning" (Caroline Whiting) outlines the process of setting up distance learning provision in ACE at Exeter. (MN)

ED 417 344 CE 076 099

Using the Internet as an Instructional Tool.
SPONS. AGENCY- New York State Education Dept., Albany. Office of Elementary, Middle, Secondary, and Continuing Education.
PUB DATE- 97
NOTE- 112p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Adults; Computer Mediated Communication; *Computer Uses in Education; Information Retrieval; *Information Sources; *Internet; *Online Systems; *Search Strategies; Teaching Methods
IDENTIFIERS- 353 Project

This manual is designed to help adult educators to understand and use the Internet in teaching adult students. The manual examines what the Internet is, how one can connect to it, and how it can be used. It also describes ways to communicate on the Internet, identifies sites where information can be accessed, and explains how search tools are used. Included in the manual are 15 sample lessons that provide specific goals and objectives, identify required instructional materials and resources, and offer activities that demonstrate how the Internet assists in meeting these goals. Specific topics covered include the following: e-mail, listservs, Internet relay chat, Usenet news groups, multi-user environments, file transfer protocol, Gopher, and the World Wide Web. An appendix contains 104 online Internet resources, and a glossary defines 107 terms. (KC)

ED 417 345 CE 076 100

Green, Muriel; Milbourne, Linda
Making Learning Support Work.

youth in the summer of 1996 and for 1,178 youths in 1997. Student progress was evaluated with the Test of Adult Basic Education (TABE). For 1996, the identical TABE was administered to youth in May, before the program began, as a pretest, and in July, at the end of the program, as a posttest. Alternate forms of the TABE were given as pretests and posttests in 1997. Test scores were Grade Equivalent scores. Results show the following: that the youth made significant improvements in reading in most grades in the summers of 1996 and 1997; dropouts and non-dropouts generally showed gains in reading, math, and language for both summer programs; the gains in reading in 1996 were not significantly different from the gains in 1997; the gains in math and language were greater in 1996 than in 1997. It is recommended for future programs that alternative forms of the TABE be used rather than the same test as a pretest and posttest, and that the alternative forms be changed each summer. This way, youth would not become familiar with the test. (Contains 12 tables.) (EMK)

ED 417 363 CG 028 318

Brown, Marsha; Longhi, Dario; Luchansky, Bill
Employment Outcomes of Chemical Dependency Treatment and Additional Vocational Services Publicly Funded by Washington State. A Four-and-a-Half Year Follow-up Study of Indigent Persons served by Washington State's Alcoholism and Drug Addiction Treatment and Support Act (ADATSA). Key Findings. Briefing Paper.
PUB DATE- 97
NOTE- 58p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adults; Coping; Drug Addiction; *Drug Rehabilitation; *Employment Potential; Followup Studies; Homeless People; *Outcomes of Treatment; Program Evaluation; *Substance Abuse; Tables (Data); *Vocational Rehabilitation

In 1987, the state of Washington created a program--the Alcohol and Drug Addiction Treatment and Support Act (ADATSA)--to treat adults addicted to alcohol or other drugs. This paper sows the results of a four-and-a-half year follow-up study of clients receiving treatment and reviews the effectiveness of ADATSA. Whereas the immediate goal of the program is abstinence, ancillary goals include improved personal coping skills, vocational and social skills, with a long-term goal of self-sufficiency. The typical client is male, unmarried, white, in his early thirties, often homeless, and involved with the law. The clients who were followed (N=1,215) typically had a fifteen-year history of substance abuse with prior treatment episodes and many of these had physical, mental, or emotional problems. The report compares the overall employment outcomes, the effects of adding vocational services for clients, trends through time in employment levels, and average earnings among employed clients across treatment groups and against a control group. Findings show that program participants were more likely to be employed than clients not receiving ADATSA-funded treatment. Statistical models, calculation methods, and tables of supporting data are included in the appendix. (EMK)

ED 417 364 CG 028 320

Guss, Thomas O.; Adams, Lyndel
Gender Orientation and Career Maturation among Rural Elementary

writing and the software. Results indicated that: (1) students' writing improved in quantity and quality; (2) students were more motivated to complete the assignment; (3) the computer allowed for greater flexibility in writing due to its nature as a word processing tool; (4) even a single computer can be effectively used in conjunction with the language arts curriculum in the classroom; and (5) there were inherent difficulties associated with integrating computer technologies into classrooms--many students did not have experience with computers, even those who do have experience may lack keyboarding skills, and finding time to accomplish such a project requires outside help. Findings suggest that computers can be integrated into classrooms, and that computers can be used to enhance writing instruction and improve the quality of written work. (Contains 11 references and a table of data.) (RS)

ED 417 382 CS 013 109

Colby, Susan S.
Retention and Its Effect on Low Level Readers.
PUB DATE- 98
NOTE- 47p.; M.A. Research Project, Kean University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Reports - Research/Technical (143)
DESCRIPTORS- *Grade Repetition; *Low Achievement; Primary Education; Program Effectiveness; *Reading Achievement; Reading Research; *Student Promotion; Urban Education
IDENTIFIERS- Metropolitan Achievement Tests

A study investigated whether retention is an effective method for remediating low-level readers. It was hypothesized that there would not be a significant difference in reading test scores of low level readers between those who were retained in second grade and those who were promoted to third grade. The Metropolitan Achievement Test was used as a pretest in second grade. Students who scored less than the 50th percentile on the total reading score were selected as subjects. Of the 20 students in an urban elementary school, 3 were retained in the second grade, and 17 were promoted to the third grade. The Metropolitan Achievement Test was administered again in the subjects' third grade year. The national percentile for the total reading score was used to compare the retained and nonretained students. As hypothesized, there was not a significant difference in reading scores between the retained and nonretained subjects. A major limitation was a very small sample size. (Contains 38 references and 2 tables of data; a table of data is attached.) (Author/RS)

ED 417 383 CS 013 110

Keating, Patricia R.
Phonics or Whole Language, Which Is the Better Way To Teach Our Children?
PUB DATE- 98
NOTE- 35p.; M.A. Research Project, Kean University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Grade 2; *Instructional Effectiveness; *Phonics; Primary Education; Reading Comprehension; Tables (Data); Vocabulary Development; *Whole Language Approach; Word Recognition

This book is about managing and balancing the merging of literacy assessment and instruction in classrooms. The activities discussed have been used again and again by students ages 5 to 18 in integrated literacy environments; the instructional strategies easily adapt to self-monitoring activities. Chapters in the book are: (1) "A Rationale for Change in Literacy Classrooms"; (2) "Portfolios--The Alternative 'Trend'"; (3) "The Children: Our Populations, Our Future"; (4) "Effective Classrooms for All Children: What Are They?"; (5) "Organizing, Managing, and Merging Assessment and Instruction"; (6) "Comprehension: Processing and Producing Text"; (7) "Composition"; (8) "Phonics, Spelling, and Word Study"; and (9) "Reporting Progress: Engaging Parents." Contains approximately 250 references. Appendixes contain a 63-item annotated bibliography of literature (by Phyllis DeMartino Fantauzzo) for developing readers and writers; a glossary of terms often used when speaking about the "at-risk," "diverse," or "difficult" learners; a checklist of characteristic behaviors associated with learning problems; and a checklist of skills usually associated with reading and the language arts. (RS)

ED 417 402   CS 013 141

Guzzetti, Barbara J.; Gritsavage, Margaret; Kyle, Stacia
Mitigating Influences in the Interrelationships between the Development of Literacies and Gender.
PUB DATE- 97
NOTE- 30p.; Paper presented at the Annual Meeting of the National Reading Conference (47th, Scottsdale, AZ, December 3-6, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Black Students; *Classroom Communication; Classroom Environment; *Cultural Context; Graduate Study; Higher Education; Hispanic Americans; Junior High Schools; Language Patterns; *Literacy; Research Needs; *Sex Differences; *Sex Role
IDENTIFIERS- African Americans; *Gender Issues

Three studies explored the binary distinctions in research on literacies and gender. The first study sought to identify and describe any multiple subjectivities that might be interrelated with gender in the development of reading, writing, and orality. Participant informants were 10 adults enrolled in a graduate seminar entitled "Gender, Culture and Literacy." Data included participants' five "thought papers," questionnaires, and class projects. The two themes that emerged from data analysis were geography, and family background or parenting as influences on gender and the development of literacies. The second study identified additional influences on gender and culture in the development of literacies. Participants were seven graduate students. Data were similar to that in the first study. Results indicated that students' perceptions about gender and about self and identity varied by the biological sex of the participants. The third study investigated language patterns in classroom discussion when classes were composed primarily of African-American students. Subjects were students in a seventh-grade and an eighth-grade language arts class. Direct observations were made of the two classes for one and a half weeks. Interviews were also conducted. Two themes emerged--female dominance in class discussions and females' presence of authority. Findings suggest a wide range of influences that counted as context in determining the development and practice of literacies; and the multiple layers people possess and were positioned by were impossible to partial out. Investigators

DESCRIPTORS- *Marketing; *Professional Development; *Publishing Industry; Self Employment; *Writing for Publication
IDENTIFIERS- Authorship; Career Information; Marketing Strategies; *Professional Writing; *Writing Contexts

This guide provides up-to-date marketing information for those individuals who are developing or who wish to develop a career in writing. Featured in the guide are more than 2000 consumer and trade magazines; over 1250 book publishers; and more than 940 card companies, syndicates, script buyers, and contests. The guide's comprehensive and authoritative listings discuss royalties, advances and pay rates; submission guidelines and editorial needs; and complete contact information, including addresses, phone numbers, websites, and e-mail addresses. In addition, articles and interviews in the guide provide tips from best-selling authors and important editors; business advice on writing; professional manuscript formats; get-the-assignment query letters; and which subjects are "hot" and which are fading. Following some practical information from the editors, the guide is divided into the following broad sections: Getting Published; The Business of Writing; and The Markets. The guide's final section--Resources--lists publications of interest for writers, organizations of interest, and websites of interest, and offers a glossary of writing and business terms. (NKA)

ED 417 424 CS 216 264

Rabinowitz, Peter J.
Before Reading: Narrative Conventions and the Politics of Interpretation. The Theory and Interpretation of Narrative Series.
PUB DATE- 97
NOTE- 280p.; Foreword by James Phelan.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *Critical reading; Discourse Analysis; *Hermeneutics; Interpretive Skills; *Literary Criticism; Political Attitudes; *Prior Learning; *Reader Text Relationship; *Rhetoric
IDENTIFIERS- Literary Canon; *Narrative Theory; Textual Analysis

Asking how what an individual knows shapes the ways in which he or she reads, this book starts from the premise that any productive theory of narrative must take into account the presuppositions the reader brings to the text. The book explores how prior knowledge of literary conventions influences the processes of interpretation and evaluation. It offers a valuable and coherent framework for approaching the study of narrative. Chapters in the book are: (1) "Starting Points"; (2) "Trumpets, Please!: Rules of Notice"; (3) "The Biggest Black Eyes I Ever Saw: Rules of Signification Defined"; (4) "The Black Cloud on the Horizon: Rules of Configuration"; (5) "The Austere Simplicity of Fiction: Rules of Coherence"; (6) "Through 'The Glass Key' Darkly: Presupposition and Misunderstanding"; and (7) "Some Have Greatness Thrust upon Them: The Politics of Canon Formation." Contains a selected bibliography, (NKA)

ED 417 425 CS 216 265

Schneider, Jenifer Jasinski
Undoing "The" Writing Process: Supporting the Idiosyncratic Strategies of Children.
PUB DATE- 97

DESCRIPTORS- *Computer Mediated Communication; Course Descriptions; *Distance Education; Educational Technology; *Family Relationship; Higher Education; *Interpersonal Communication; Online Systems; Teaching Methods
IDENTIFIERS- *Family Communication; *Problem Based Learning; Technology Integration

Current technological advances have made possible teaching techniques which were previously impossible. Distance and distributed learning technologies have made it possible to instruct outside of the classroom setting. An advantage to this advance includes that ability to reach students who are unable to relocate to the university. However, there is another advantage which makes teaching the family communication course using these technologies more intriguing: the ability to discuss issues of a potentially sensitive nature, family relationships, in a fairly anonymous manner. This paper discusses teaching techniques, such as problem based learning, utilizing distance and distributed learning technologies including curricula on CD-ROM, e-mail and listservs, on-line databases and course materials, and on-line chat rooms. The paper analyzes the implications of a classroomless, non-face-to-face, mediated technology on interpersonal and family communication course anthropogogy. Contains 37 references and 2 tables. An appendix contains two figures--screen dumps from the presentation program developed for the paper. (Author)

ED 417 444 CS 509 784

Dansereau, Stephanie; Maranda, Jeanne
Presence and Image of Women in the Information Media Aimed at Adolescents Aged 10 to 16.
SPONS. AGENCY- Status of Women Canada, Ottawa (Ontario).; Quebec Univ., Montreal. Dept. of Education.
PUB DATE- 97
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; Content Analysis; *Females; Foreign Countries; *Information Sources; *Mass Media Effects; *Mass Media Role; Media Research; Programming (Broadcast); *Sex Role; Television
IDENTIFIERS- Popular Magazines; Quebec

An exploratory study identified the areas of information most commonly featured in the printed and electronic media designed specifically for adolescents aged 10-16 and also identified the presence and role of women in the information targeted to this age group. A content analysis was made of both French- and English-language television programs aired in Quebec (Canada) and of magazines distributed in the province during the months of March and April 1997. They were selected on criteria of accessibility and relevance. Results showed that Quebec teenagers have limited access to quality information, that for all intents and purposes, successful women as role models are virtually absent from the media, and that knowledge of the outside world is not a criteria in establishing the content available to young people. It is as if everything takes place in a vacuum where there is no past and no future. (Includes 6 tables of data and 10 notes; contains 12 references. Appended are illustrations from magazines used in the study.) (Author/NKA)

ED 417 445 CS 509 785

student to a different school, the quality of public schools, education vouchers, problems facing Kansas' schools, the increase of violence, requirements for community service, a ten-month school year, how to expand the school year, quality performance accreditation, school-financing legislation, evaluating public officials, preschool programs in public schools, and strategies for reducing teenage violence. The survey sample's composition is described at the end. (RJM)

ED 417 463 EA 028 921

Heslep, Robert D.
Philosophical Thinking in Educational Practice.
PUB DATE- 97
NOTE- 200p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Educational Objectives; *Educational Philosophy; *Educational Principles; Educational Theories; Elementary Secondary Education; Ethical Instruction; Foundations of Education; *Moral Values; *Role of Education

This text presents educational philosophy mainly as a variety of philosophical thinking, or thought, which includes both process and content or method and principles. More specifically, the text takes such intellectual activity chiefly to be the quest for a certain kind of understanding, the quest that the ancient Greeks called "the love of wisdom." But this book does not present the philosophy of education just for its own sake. Rather, it largely and ultimately attempts to show the practical value of such philosophy. Chapters include: (1) The Study of Educational Philosophy: Part One; (2) The Study of Educational Philosophy: Part Two; (3) A Mission Statement Committee Meeting; (4) School Justice; (5) Teacher Evaluation; (6) Curriculum Reform in Occupational Studies; and (7) Rosemont Elementary. (Contains a bibliography and an index.) (AA)

ED 417 464 EA 028 922

Powell, Arthur G.
Lessons from Privilege: The American Prep School Tradition.
PUB DATE- 96
NOTE- 293p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *College Bound Students; Curriculum Design; *Educational Assessment; Educational Environment; Educational Strategies; *Effective Schools Research; Private Education; *Program Effectiveness; *Proprietary Schools; School Newspapers; Secondary Education; Student School Relationship; Teacher Attitudes

This book answers the question of whether or not the American prep school tradition has constructive use to all American schools. This is done by identifying useful lessons in the text's three sections: community, standards, and personalization. Part 1--"Community" includes the following chapters: (1) The Vulnerability of Educational Communities; (2) The Family School; (3) Governing Independent Communities; and (4) Diversity and Community. Part 2--"Standards" includes the following chapters: (5) Student Incentives and the College Board System; (6) The Collision of Standards and Meritocracy; and (7) The Challenge of Average College-Bound Students. Part 3--"Personalization" includes the following chapters: (8) The conception of "power over" people and things. The research draws on the individual accounts of women administrators, offering their combined experiences of working in a masculine-constructed environment. It analyzes the socialization of women administrators and how women have been taught to believe that they must ask permission for all actions--a process, that leads to collaboration and consensus-building ("power to"). However, some women define power as "power over" and can become confrontational without even being aware of it, occupying areas customarily associated with men. It is concluded that neither conception is wholly desirable for women, and that each woman must be aware of such concerns during daily interactions. Contains 40 references. (RJM)

ED 417 485 EA 028 951

Duncan, P. Kay; Skarstad, Kirsten
How Women Administrators Are Perceived by Others: A Case Study Examining the Relationship between Leadership Temperament, Use of Power, and Success.
PUB DATE- 95
NOTE- 27p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (Chicago, IL, October 11-14, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Attitudes; Elementary Secondary Education; Females; Higher Education; *Leadership Styles; Personality Traits; *Power Structure; *School Administration; Self Concept; *Sex Stereotypes; *Women Administrators
IDENTIFIERS- *Gender Issues

Research indicates that others' perceptions of the success of a woman administrator are related to whether the woman fits into the range of expected behavior for women in our society, including the way in which she wields power. To explore this phenomenon, this study examined the leadership temperament of the woman administrator and how it interacts positively or negatively with the manner in which she exercises power. A reflective, collaborative, and hermeneutical process was used to infer a relationship between the leadership temperament of five women, the manner in which they used power, and the perceptions of others relative to the women's success and acceptance. Each of the women gave a definition of success, and all of them described characteristics from four temperaments--catalyst, visionary, stabilizer, troubleshooter--as those characteristics needed for a woman administrator to be considered successful. Results also established a connection between the "power over" and the "power to" dichotomy and the four leadership temperament styles of the women. It is suggested that no one can possess all four of the characteristics that were identified as necessary to be a successful leader. Contains 29 references. (RJM)

ED 417 486 EA 028 952

Duncan, P. Kay
What Does It Take? Tales about Socialization and a Woman Administrator during Her First Year in District Office.
PUB DATE- 95
NOTE- 21p.; Paper presented at the Annual Conference on Women in Educational Leadership (9th, Lincoln, NE, September 24-25, 1995).

Program Development; *Student Educational Objectives; Tables (Data); Young Children

This study analyzed the goals statements on Individualized Family Service Plans (IFSPs) or Individual Education Programs (IEPs) of 72 families in nine communities. The sample was drawn from communities of varying sizes in three states (Colorado, North Carolina, and Pennsylvania). Families were chosen to include children in 1-year age groupings and to maximize the level of disability complexity, race, and income differences. Goals were categorized by three raters into eight child-based goals: fine motor, gross motor, cognitive development, speech/language, psycho-social, self-help, sensory, and other. In addition, nine family goals were categorized: child-based intervention/service, medical/diagnostic information services, respite, support/counseling, basic needs, program participation/service coordination, family enrichment, transition, and other. Case study interviews and focus group discussions were held with the families. The major finding from the analysis of IFSP and IEP goals and the interviews was that goals and services were primarily child focused, with relatively few family goals or services designated, despite the recognized importance of a family-focused approach. Focus group results suggested that one reason for the lack of family goals may be a reluctance by service providers to intrude upon the private life of the family. Improved training of service providers is suggested. Tables detail the analysis of goals. (Contains 35 references.) (DB)

ED 417 505   EC 306 246

Harbin, Gloria; West, Tracey
Preschool Service Delivery Models. Early Childhood Research Institute: Service Utilization. Findings.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 98
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Research/Technical (143)
DESCRIPTORS- Administrators; *Agency Cooperation; *Cooperative Programs; Decision Making; *Delivery Systems; *Disabilities; *Early Intervention; Integrated Services; Interviews; *Models; Organizational Development; Policy Formation; Preschool Children; Preschool Education; Questionnaires; Resources; School Community Relationship
IDENTIFIERS- Interagency Coordinating Council; *Organizational Structure

This study examined the variety of service delivery models used to provide services to preschool children with disabilities in nine diverse communities across three states (Colorado, North Carolina, and Pennsylvania). Information was derived primarily from interviews conducted with community preschool program administrators, service providers, and families, and analysis of policies and interagency questionnaires completed by representatives of the Local Interagency Coordinating Council in each community. Analysis revealed five qualitatively different organizational models: (1) single-program dominated; (2) network of education providers; (3) loosely coupled systems; (4) moderately coupled interagency systems; and (5) comprehensive interagency systems for all children. Each model is described in terms of: overall organizational structure, amount and nature of interagency decision making, target fabric collage, sponge printing, fish collage, cardboard construction, stencil painting, mural with cut-out images, masks, group collage, and body tracing. Appended are lists of art materials and additional resources. (DB)

ED 417 524 EC 306 266

Askvig, Brent A.; Zeller, Mariel
North Dakota Deafblind Services Project Technical Assistance Training Manual.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 98
NOTE- 79p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Case Studies; *Deaf Blind; Elementary Secondary Education; Family Involvement; *Inservice Education; Interdisciplinary Approach; Models; *Parent Education; Program Development; Records (Forms); Referral; *Role Playing; Self Evaluation (Groups); State Programs; Student Characteristics; Teamwork; *Technical Assistance
IDENTIFIERS- *North Dakota

This manual was developed as part of a North Dakota statewide project to improve the education and services for children with deaf-blindness and their families. A major component of the project is the Statewide Technical Assistance Team (STAT), which provides in-state training and technical assistance to families and intervention teams that serve children and youth with deaf-blindness. This manual was designed to train current and prospective STAT members about the policies and procedures for implementing the project model. After an introduction, the manual presents information and concepts about technical assistance. Then the STAT model and its components are described. The model involves four phases: referral, intake, technical assistance, and evaluation. Referral, team self-assessment, and planning forms and procedures are discussed. The bulk of the manual consists of two case studies and role playing instructions. The case studies are intended to be used in small group training sessions led by project staff. Appendices include an identification list of deaf-blindness characteristics, a technical assistance request form, the quality indicators checklist, a technical assistance planning form, and a list of etiquette reminders for STAT personnel. (DB)

ED 417 525 EC 306 267

Bergert, Susan, Ed.
The LCCE Insider, 1997-1998.
PUB DATE- 97
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Career Education; Cooperative Learning; *Curriculum Design; *Daily Living Skills; *Disabilities; Education Work

research and demonstration projects; (2) rehabilitation research and training centers; (3) utilization projects; (4) rehabilitation engineering research centers; (5) fellowships; (6) field-initiated research projects; (7) model spinal cord injury systems; (8) research training grants; (9) small business innovative research Phase 1; (10) small business innovative research Phase 2; (11) state technology assistance; (12) ADA (Americans with Disabilities Act) technical assistance programs; and (13) NIDRR contracts. Appendices provide a subject index, an index by grantees, an index of projects by state, an index by principal investigators, and a listing of NIDRR programs on the Internet. (DB)

ED 417 543 EC 306 287

Lakin, K. Charlie; Anderson, Lynda; Prouty, Robert
Children and Youth Receiving Residential Services for Persons with Developmental Disabilities outside Their Family Home: Trends from 1977 to 1997.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.; Administration on Developmental Disabilities (DHHS), Washington, DC.
PUB DATE- 98
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Children; Cost Effectiveness; Data Collection; Developmental Disabilities; Federal Legislation; Federal Programs; Financial Support; *Mental Retardation; *Placement; Program Costs; *Residential Programs; Statistical Data; Surveys; *Trend Analysis; Youth
IDENTIFIERS- Individuals with Disabilities Education Act; *Supplemental Security Income Program

This policy research brief summarizes changes in out-of-home placements of children and youth with mental retardation since the implementation of the Supplemental Security Income (SSI) and Individuals with Disabilities Education Act (IDEA) entitlements. Statistics are reported for 1977, 1987, and 1997 to show trends. Statistics were obtained from three surveys, a 1977 survey of state-financed settings for persons with mental retardation; estimates from the 1987 National Medical Expenditure survey, Institutional Populations Component; and a direct survey in 1997 of all 50 states and the District of Columbia (DC) regarding the number of children and youth with mental retardation/developmental disabilities receiving out-of-home residential services. Analysis indicates a substantial decrease (70 percent) in the number (now 25,842) of children and youth with mental retardation placed in residential mental retardation/developmental disability settings, possibly due to SSI and IDEA policies to support children and youth in their own homes and communities. Concerns are raised about new legislation which could result in loss of SSI benefits for up to 45,000 children and youth with mental retardation, and possibly increase future out-of-home placements. Other findings indicated a total estimated annual cost of $1.3 billion for out-of-home placements, an estimated $3.5 billion less than estimated expenditures if the placement rate had remained at the 1977 level. (Contains 14 references.) (DB)

ED 417 544 EC 306 288

LaPlante, Mitchell P., Ed.; Kaye, H. Stephen, Ed.
Housing and Disability: Data Needs, Statistics and Policy.

DESCRIPTORS- *Disabilities; Early Intervention; Education Work Relationship; Educational Practices; Elementary Secondary Education; Federal Aid; Federal Legislation; *Federal Programs; *Federal State Relationship; Grants; Knowledge Base for Teaching; Professional Development; Program Descriptions; Research and Development; *Special Education; *State Programs; Systems Approach; Technical Assistance; Theory Practice Relationship; Transitional Programs
IDENTIFIERS- *Office of Special Education Programs

The five-volume directory describes more than 1,200 discretionary grants and contracts supported by the Research to Practice Division of the Office of Special Education Programs. The projects are grouped into sections representing the seven program areas of the Individuals with Disabilities Education Act Amendments (1997), Part D. This volume, the fifth of the directory, describes projects designed to assist state educational agencies and their partners in reforming and improving their systems for providing educational, early intervention, and transitional services including systems for professional development, technical assistance, and dissemination of knowledge about best practices. The 85 projects are grouped by funding competitions and include information on grant number, title, project director, beginning and ending dates, and contact information. An abstract usually describes the project's purpose, proposed method, and proposed products. Three indexes are provided: (1) a project director index; (2) an organization index; and (3) a subject index. (DB)

ED 417 561 EC 306 308

Educational Surrogate Parent Manual.
PUB DATE- 96
NOTE- 77p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Decision Making; *Disabilities; *Due Process; Elementary Secondary Education; Federal Legislation; Hearings; *Special Education; State Legislation; Student Evaluation; Student Placement
IDENTIFIERS- Americans with Disabilities Act 1990; Education Amendments 1974; Individuals with Disabilities Education Act; *North Dakota; Rehabilitation Act 1973 (Section 504); *Surrogate Parents

This manual is intended for individuals who agree to act as educational surrogate parents for children with disabilities in North Dakota. Section 1 provides an overview of the educational surrogate parent service, including surrogate parent qualifications, protections, responsibilities, confidentiality, and the surrogate's partnership with the school. An overview of special education is presented next in a review of the history of special education and special education laws and policies, including North Dakota special education regulations, the Individuals with Disabilities Education Act (IDEA), the Family Education Rights and Privacy Act, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990. Section 3 explains the educational surrogate parent's role in the special education process. Subsections cover determination of services, the building level support team, referral, the multidisciplinary team, the assessment planning process, the individualized education program, the facilities, are discussed at length. Descriptions of general purposes follow based on the idea that the school is the heart of the community and should appeal to a broad range of age groups. Appendix 1 contains a community-use design checklist; Appendix 2 provides guidelines and policy statements. Each of the eight chapters feature numerous photographs of model schools. (RJM)

ED 417 579 EF 005 008

Making a World of Difference: Elementary Schools. Impact on Education Series.
PUB DATE- 97
NOTE- 135p.; Contains numerous photographs that may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Architecture; Building Design; Classroom Design; Educational Environment; *Educational Facilities Design; Elementary Education; *Elementary Schools; Models; *School Buildings; School Construction

To demonstrate the impact facilities can have on learning, some exemplary elementary schools that made the decision to provide a good educational environment are presented. To assess the impact of these facilities, students, teachers, parents, superintendents, and other administrators were interviewed. The book opens with a discussion of whether the building does make a difference in education and concludes that the physical surroundings wield a profound effect on children and personnel. Discussed next are various philosophies that influence structural design and how classrooms should be constructed to help children learn. The school environment should stimulate and motivate children, and it should support educational initiatives, not hinder them. Some of the specific areas that are discussed at length include communications and technology, enrichment and support space, and outdoor learning and play. The theme of the text, "a place where people want to be", is the focus of the last chapter. Each section features numerous interior and exterior photographs of school buildings. An appendix lists the schools that are featured in the text. (RJM)

ED 417 580 EF 005 037

School Safety Audit: Protocol, Procedures, and Checklists.
PUB DATE- 97
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Legal/Legislative/Regulatory Materials (090),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Audits (Verification); Board of Education Policy; Educational Diagnosis; *Educational Facilities Improvement; Educational Legislation; Elementary Secondary Education; Environmental Standards; *Public Schools; School Community Relationship; School Maintenance; *School Safety; School Security
IDENTIFIERS- *Virginia

The 1997 Virginia General Assembly passed HB 1851, which directs local school boards to require all schools under their the interviewer factor, data were analyzed for whether the interviewer was a classroom teacher, whether teacher and interviewer could share a common conversation topic, and whether the interviewers were interested in topics the students respond to. Student preferences for oral test method, direct or semi-direct and type of interaction used to elicit speech, were also analyzed. Results indicate that at different proficiency levels, students perform differently on direct and semi-direct tests, and interviewers' choice of test questions influenced student performances and may have even influenced raters' ratings. Implications for fairness in testing are considered. Contains 18 references. (MSE)

ED 417 600   FL 025 122

New Horizons in Education, No. 38.
PUB DATE- 97
NOTE- 120p.
LANGUAGE- English; Chinese
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Biological Sciences; Chinese; Civics; Classroom Techniques; *Computer Assisted Instruction; Cooperative Learning; Cultural Awareness; *Curriculum Design; Discipline Problems; *Elementary Secondary Education; Environmental Education; *Ethical Instruction; Ethics; Experiential Learning; Foreign Countries; Gifted; Handwriting; Ideography; Language Teachers; Physical Education; Physics; Reading Comprehension; Reading Instruction; Reflective Teaching; School Administration; *Science Education; Simulation; *Social Studies; Writing Instruction
IDENTIFIERS- Content Area Teaching; *Hong Kong

The articles in this journal, in either Chinese or English (all with English abstracts), on elementary and secondary education in Hong Kong include: "Environmental Education: A Head, Heart, and Hand Approach to Learning About Environmental Problems" (Daniella Tilbury); "Social Subjects and Civic Education in Secondary Schools" (Kwan Choi Tse); "Disciplinary Problems of Primary School Students in Ma On Shan" (Chui Fa Lam, Kwok Keung Ho); "Education for the Gifted and Talented: What Programs Are Best Suited for Hong Kong?" (David W. Chan); "Using Top-Level Structures To Enhance Reader Comprehension of Content Area Texts" (Peter Bodycott); "Physically Fit Is Better Than Cognitively Fit: Why Not Set Up a Physical Fitness Unit in Hong Kong Primary School Curriculum?" (Shu Sing Wong); "Language Teacher and the Teaching of Language Sensitivity" (Hon Kwong Chow); "Rethinking of the Teaching of Chinese Writing in Lower Primary Forms" (Che Ying Kwan); "A Preliminary Study on HKIED Students' Bioethics Attitudes" (Sing Lai Chan, Kevin Chung Wai Lui, Joseph C. Tsang); "Enhancing Teaching Through Action Learning: Helping Innovation in Hong Kong" (John Biggs, Raymond Lam); "Computer Simulation Programs for Hong Kong School Physics Curriculum: An Attempt To Provide an Exploratory, Collaborative, and Student-Centered Learning Environment" (P. K. Tao); "Role of Peer Support Scheme in Developing Teacher Reflection: A Case Study" (Edmond H. F. Law, Pui Wah Cheng, Po Wah Chan, Heung Ling Ip); and "A Case Study on the Running Fashion of Wanli International School" (Pik Yu Cheng, Lin Xiang Jin, Jun Li, Har Fun Dung). (MSE)

ED 417 601   FL 025 123

Hashemipour, Peggy, Ed.; Maldonado, Ricardo, Ed.; van Naerssen, Margaret, Ed.

Malaysia, Pakistan, and Sri Lanka. Specific objectives of the workshop included: evaluating and adapting to the local context the training materials produced in previous CHESS workshops; exploring the relationship between process and content when planning training programs for women in higher education management; providing the theoretical basis to support development programs for women managers, academic leaders, and researchers; and promoting skill development for organizing training programs for different institutions and regions. Workshop sessions focused on: principles of group training; managing professional and social roles and the home-work interface; personal attributes of a leader, academic culture and the context of leadership; the place of research in individual careers; and actions that could be taken to facilitate women's participation in research at the departmental, institutional, and national levels. Action plans for each country are included, along with a list of participants, the workshop schedule, the text of two speeches, and evaluation questions and results. (SW)

ED 417 620 HE 031 049

Commonwealth Scholarship and Fellowship Plan Report, 1993/4, 1994/5, 1995/6.
PUB DATE- 96
NOTE- 63p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Awards; *Fellowships; *Financial Aid Applicants; *Foreign Countries; Geographic Location; Higher Education; *Scholarships; Student Characteristics; Trend Analysis
IDENTIFIERS- Australia; *British Commonwealth; Canada; India; New Zealand; United Kingdom

This report on the Commonwealth Scholarship and Fellowship Plan covers participating countries of the British Commonwealth and provides statistics for the reporting years of April 1, 1993-March 31, 1994, April 1, 1994-March 31, 1995, and April 1, 1995-March 31, 1996. Trends noted in a brief narrative overview include: during April 1993-March 1996, 5,068 awards were granted in Britain, Canada, Australia, India, New Zealand, and other Commonwealth countries; most of these awards were scholarships (95 percent), while the remainder were fellowships (5 percent); in 1995-96 there was a decline in the overall number of awards held; 24 percent of Commonwealth scholars are over the age of 35; and women make up less than half the total number of Commonwealth scholars. Statistical tables include: scholarship nominations invited by the awarding countries; scholarship applications received in the nominating countries; applications received by awarding countries; new scholarships held in the awarding countries; scholarships by age and gender by awarding country; scholarships by course of study and subject of study by awarding country; scholarships by place of study by awarding country; trends during 1991-1996 in scholarship and fellowship awards. Appendices provide a list of 1998 Commonwealth scholarship agencies in 37 countries. (SW)

ED 417 621 HE 031 050

Berry, John W.
Commonwealth Scholarship and Fellowship Plan. An Evaluation Framework for the Plan (Performance Indicators, Data Requirements, and Reporting).
PUB DATE- 94

persistence for cohorts defined in the SRK who entered NSU in fall 1989, 1990, and 1991 as first-time freshmen. Results indicate that about 26 percent graduated within 6 years after entry, below the national rate of 45 percent and the aggregate rate of 53 percent in the Florida State University System. SRK cohorts were found to contain both traditional college-age students and nontraditional students who were older and had delayed college entry. Graduation and persistence rates were calculated for both student groups and for professional/liberal arts and career development program students, for age, and for racial/ethnic groups. Methodology and results are detailed, with data tables included. Comparative enrollments for all Florida independent colleges and universities are appended. (Contains six references.) (MSE)

ED 417 639 HE 031 091

MacFarland, Thomas W.
Graduates of the College of Optometry Reflect on Their Experience with Nova Southeastern University.
PUB DATE- 97
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Clinical Teaching (Health Professions); *College Choice; College Graduates; College Outcomes Assessment; Doctoral Programs; *Employment Patterns; *Geographic Distribution; Geographic Location; Graduate Students; Higher Education; Institutional Research; Internship Programs; *Optometry; *Professional Education; Questionnaires; School Surveys; Student Attitudes; Student Experience; Tables (Data)
IDENTIFIERS- *Nova Southeastern University FL

The report summarizes a survey of 46 graduates of the Nova Southeastern University (Florida) doctoral program in optometry, the only such program in the state, concerning professional and program issues, including professional employment patterns and feedback on the doctoral program. Results indicate that school location was a primary reason for many students' choice of program. About two-thirds of respondents were permanent Florida residents at time of entry, and this rate declined only slightly after graduation. However, nearly three-fourths indicated they would have moved from Florida if they had not attended the university. The average first-professional salary of graduates was about $60,000, and one-third were self-employed. Half of all survey statements related to training received a mean rating of adequate or better, with the highest rating given to the value of the internship. Over 70 percent of all statements related to quality items of the program received a mean rating of acceptable or better, with the highest rating given to clinical instruction. Results are presented in narrative form, with data tables and survey form appended. (Contains seven references.) (MSE)

ED 417 640 HE 031 093

The Global University for the Twenty-First Century. A Strategic Plan.
PUB DATE- 97
NOTE- 14p.
LANGUAGE- English

includes a narrative which describes the school's various assessment programs and their findings and a small map indicating the school's location. The colleges and universities included are: Christopher Newport University, Clinch Valley College, College of William and Mary, George Mason University, James Madison University, Longwood College, Mary Washington College, Norfolk State University, Old Dominion University, Radford University, Richard Bland College, University of Virginia, Virginia Commonwealth University, Virginia Community College System, Virginia Military Institute, Virginia Polytechnic Institute and State University, and Virginia State University. (DB)

ED 417 657 HE 031 113

What Do Students Experience? Virginia Higher Education, Indicators of Institutional Mission, Number 3.
PUB DATE- 97
NOTE- 87p.; For other volumes in this series, see ED 399 841 and HE 031 112-114.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Bachelors Degrees; Class Size; College Faculty; College Students; Community Colleges; Graduate study; Higher Education; Institutional Mission; Majors (Students); On Campus Students; Part Time Faculty; Place of Residence; *Public Colleges; *State Colleges; *State Universities; *Student Experience; Undergraduate Study
IDENTIFIERS- *Virginia

This collection of graphs and text, part of a series describing the public colleges and universities in Virginia, are intended to answer the question, "What is it like to be a student at a public college or university in Virginia?" Most graphs provide data for fall 1995 and are broken down by individual four-year institution and the public two-year colleges as a group. Graphs provide data on: student populations at four-year institutions undergraduate, graduate, and professional; student populations at two-year institutions; residence of first-year undergraduates (on-campus vs. off-campus); residence of other undergraduates (on-campus vs. off-campus); most frequently chosen areas of study for each institution; undergraduate students in teacher education at four-year institutions; lower-division instruction by faculty type (regular, other, or graduate teaching assistants) based on organized-class student-credit hours; upper-division instruction by faculty type; graduate instruction by faculty type; instruction by faculty type (full- or part-time) at two-year public institutions; students enrolled in at least one course with fewer than 25 students--by student year; and bachelor's programs requiring an integrative experience for completion of degree. Also included are brief descriptions of special academic opportunities each institution offers its students. The final section lists questions students should ask as they choose a program and school. (DB)

ED 417 658 HE 031 114

Who Are the Faculty? Virginia Higher Education, Indicators of Institutional Mission, Number 4.
PUB DATE- 97
NOTE- 89p.; For other volumes in this series, see ED 399 841 and HE 031 112-113.
LANGUAGE- English

politics and growing attitudes of consumerism and smaller student groups. Chapter 4, "Multiculturalism: the Campus Divided," reviews the state of multiculturalism on campus. Chapter 5, "Personal Life: Retreat from Intimacy" is concerned with college social life and Chapter 6, "Academics: Search for an Insurance Policy," takes up academics, noting a growing mismatch between the ways faculty teach and the ways students learn best. Chapter 7, "The Future: Doing Well or Doing Good," deals with student hopes and aspirations for the future, finding increasing anxieties. The concluding chapter, "A Transitional Generation," examines cycles of undergraduate generations, and offers recommendations for the current generation, seen to be a transitional generation in an age of discontinuity. Appendices provide details of the individual studies and a listing of individual contacts at the colleges. (Contains approximately 90 references.) (BF)

ED 417 677   HE 031 133

Kroc, Rick; Howard, Rich; Hull, Pat; Woodard, Doug
Graduation Rates: Do Students' Academic Program Choices Make a Difference?
PUB DATE- 97
NOTE- 27p.; Paper presented at the Annual Forum of the Association for Institutional Research (37th, Orlando, FL, May, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Freshmen; *Course Selection (Students); Decision Making; Diversity (Institutional); *Graduation; Higher Education; Land Grant Universities; *Majors (Students); Prediction; Predictor Variables; Research Universities; State Universities; *Student Characteristics; *Time to Degree
IDENTIFIERS- Scholastic Assessment Tests

This study looked at the relationship between the programs students chose upon college entry, the programs from which they graduated, and the time taken to graduate. Individual student data on more than 204,000 freshmen entering 38 public, land grant, and Research I universities in 1988 and 1990 were collected. Descriptive statistics were used to summarize student entry characteristics such as college admission test scores and high school grade point averages. Logistic analysis was used to calculate and compare predicted and actual graduation rates based on student entry characteristics. Among findings were: graduation rates varied more by university than by program; time to completion varied by academic program; business and social sciences were the program areas which experienced the largest in-migration from other areas; students entering education programs had the lowest average Scholastic Assessment Test scores whereas engineering students had the highest; students initially undecided about their major were no less likely to graduate than other students and their graduation was not delayed; there was a correlation of about .28 between actual and predicted graduation rates; and there were significant differences among institutions between actual graduation rates and predicted graduation rates. Tables provide detailed findings for each institutions. (DB)

ED 417 678   HE 031 135

The U.S. Department of Education's Federal Student Aid Programs...What Every School Owner Should Know. Q & A.

Development; Teachers; Telecommunications; User Needs (Information)
IDENTIFIERS- *Technology Integration

School administrators and teachers are increasingly relying on sophisticated technology systems to provide support and service in completing their daily tasks in schools. A myriad of tasks associated with operating a school has been affected dramatically over the past few years as computer and telecommunications technologies have been integrated into the school's instructional and administrative functions. The needs of professional educators are substantial for just-in-time staff development on managing and using telecommunications-based technology. This paper presents a technology integration model that has been used to successfully integrate technology in the Jones Intermediate School (Texas). The school serves 490 fifth and sixth grade youngsters. The model is based on selected performance domains--staff development, implementation, and organizational oversight--of the principalship. Key elements of the Technology Integration Model include: employing a site technology coordinator, establishing a technology cadre, establishing a technology core decision group, and the benchmarking process. Taken together, the model components have supported technology integration at this school across several years. In order for this school's success with technology integration to occur elsewhere, committed faculty and a committed principal are essential. (Author/SWC)

ED 417 697 IR 018 763

Tenopir, Kathy; Sostad, Sandy
LR 373: The Schools' Telelearning Service and the Japanese Distance Learning Program. Interim Study Report.
PUB DATE- 96
NOTE- 45p.; Presented to the Appropriations Committee and the Education Committee.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Distance Education; Educational Assessment; *Educational Finance; *Educational Television; Foreign Countries; *Interactive Television; Japanese; Program Evaluation; Public Television; *State Aid; State Programs
IDENTIFIERS- Japan; Nebraska State Department of Education

This report summarizes information gathered during an interim study of the Schools' TeleLearning Service (STS), a cooperative effort of the Nebraska State Department of Education (NDE) and the Nebraska Educational Telecommunications Commission (NETC) to provide instructional television programming for students in Nebraska. The study, which sought to review and evaluate STS and the Japanese Distance Learning Program, included: a review of the current and historical funding, utilization, cost effectiveness, and administration of STS, the Japanese Distance Learning Program, and Nebraska's participation in the Satellite Educational Resources Consortium (SERC); an examination of projected future funding needs, utilization, and administrative responsibility for STS and Japanese Distance Learning programs; and an examination of the future viability of alternative delivery mechanisms for those programs. The report includes a letter recommending the continuation of STS as a joint partnership of NETC and NDE, expanding the STS concept of including alternative distance learning technologies and strategies, providing for a written partnership plan to include goals, agency roles, and responsibilities and resources, and

Classroom situations) (055),Numerical/Quantitative Data (110)
DESCRIPTORS- *Costs; *Information Services; Library Administration; *Library Expenditures; *Library Funding; Library Guides; *Money Management

This book highlights the importance of good financial and cost management in libraries and information centers to make best use of available resources, and illustrates how to maintain user services. The book applies current research and theory of financial management techniques to situations faced in libraries and information services. Eight chapters include: (1) "Context"; (2) "Resource Management: Strategies and Techniques"; (3) "Financial Management"; (4) "Information Needs and Requirements"; (5) "Methods of Cost Measurement"; (6) "Implementation of Cost Measurement"; (7) "Developments in Managerial Economics"; and (8) "Applying Principles to Practice." Six appendices are included: "Specimen Information File Contents"; "The Description of Library Systems"; "An Industrial Accounts Classification"; "Summary Task Description Listing"; "Data Recording Forms"; and "A Library Management Information System." Considerable quantitative tables and charts are interspersed. Further readings are provided at the end of each chapter. Includes glossary and index. (Contains 181 references.) (JAK)

ED 417 716 IR 056 937

Raber, Douglas
Librarianship and Legitimacy: The Ideology of the Public Library Inquiry. Contributions in Librarianship and Information Science, Number 90.
PUB DATE- 97
NOTE- 162p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *Ideology; Information Literacy; Information Scientists; Inquiry; *Librarian Attitudes; *Library Role; *Library Science; Nonprint Media; North American Culture; *Professional Recognition; *Public Libraries; United States History
IDENTIFIERS- *Library Attitudes; Library History

This book examines the professional and political ideology that informed and sustained the Public Library Inquiry--an inquiry conceived in the late 1940s to study and document the conditions, achievements, and weaknesses of public libraries and librarianship. This book explores the consistencies, contradictions, and assumptions inherent within the legitimating ideology of public librarianship expressed by the Public Library Inquiry. It focuses on the nature of the Inquiry's ideological arguments concerning the social nature of the need for library service, and what the public library ought to do to fulfill that need. The book contains the following 10 chapters: (1) "Introduction"; (2) "Interpretative Context: Librarianship and Professional Ideology"; (3) "The Public Library and the Postwar World"; (4) "The Beginnings of the Public Library Inquiry"; (5) "Leigh's Proposal" (Robert D. Leigh, author of the plan for the Inquiry); (6) "The Critique of the Public Library"; (7) "The Critique of American Culture"; (8) "Democracy and the Civic Library"; (9) "The Political Strategy"; and (10) "Conclusion." Includes bibliography and index. (Contains 105 references.) (JAK)

ED 417 717 IR 056 938

Development; *Knowledge Representation; *Military Training; *Multimedia Instruction; *Needs Assessment
IDENTIFIERS- Scenarios; Story Boards; *Subject Specialists

Having subject matter experts (SMEs) identify the skills and knowledge to be taught is among the more difficult and time-consuming steps in the training development process. A procedure has been developed for identifying specific tactical decision-making knowledge requirements and translating SME knowledge into appropriate multimedia representations. The procedure, which is called Sea Stories, is based on construction and analysis of a scenario by one or more SMEs. The Sea Stories procedure allows a team of domain experts to "articulate" their knowledge by describing a scenario (their sea story) in a series of computer-based storyboards. The major knowledge elicitation tasks performed by the SMEs are as follows: construct a scenario illustrating a particular problem or procedure; test the scenario's logic by identifying key variables in the scenario and their relationships; identify the knowledge required of decision makers to perform successfully in the scenario; and provide graphical, auditory, and verbal representations of the key knowledge elements. Possible storyboards include spatial situation overviews, team interaction diagrams, task flowcharts, and equipment diagrams. The Sea Stories procedure will be automated by using a suite of tools that are largely available as commercial off-the-shelf products. (MN)

ED 417 270 CE 075 689

Chandler, James A.; Fulwood, Robert H.; Hill, Lynn M.; Sharp, Jeanie B.; Vincent, Keith A.; Womac, Charlie H.; Campbell, Clifton P.
Vocational Course/Program Evaluation: A Four-Phase Approach.
PUB DATE- 97
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; *Course Evaluation; *Evaluation Methods; Job Training; Labor Force Development; Models; Postsecondary Education; Program Evaluation; Records (Forms); Secondary Education; *Systems Approach; *Vocational Education

A four-phase systematic approach to evaluating human resource development (HRD) programs and/or courses was developed. The approach consists of four distinct, yet interrelated phases: select evaluation targets; develop the evaluation plan, collect and analyze information/data; and prepare an evaluation report. First, 23 potential evaluation targets in the following 6 categories were identified: course/program development; course/program delivery; trainee achievement; instructor performance; graduate performance in the workplace; and cost-benefit analysis. Next, the following steps in the evaluation-planning phase were detailed: specify the evaluation's purposes and objectives; identify sources of information; identify information/data collection methods; and prepare a program evaluation activities schedule. Available types of instruments for collecting qualitative and quantitative data were discussed along with steps for developing a balanced approach to evaluation by maintaining a constant awareness of the company's vision and working toward that vision. A detailed plan for evaluation reports was outlined that included guidelines for

ED 417 288 CE 075 970

Helms, Willie
Cora Wilson Stewart: Crusader against Illiteracy.
PUB DATE- 97
NOTE- 233p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Biographies; Education; *Educational History; Educational Trends; Illiteracy; *Literacy; *Teaching Methods
IDENTIFIERS- *Moonlight Schools KY; *Stewart (Cora Wilson)

This book is a biography of Cora Wilson Stewart, a Rowan County, Kentucky, school superintendent who rose to prominence with the establishment of the Moonlight Schools for adults with low literacy levels in 1911. It presents the details of her Kentucky crusade against illiteracy, then examines the personal part of her life as well as her later years in the 1920s and 1930s when she worked on the national and international scale and came into conflict with the fledgling adult education movement. A bibliography contains 127 references, including interviews and unpublished manuscripts. (KC)

ED 417 289 CE 075 971

Grothe, Rebecca, Ed.
Lifelong Learning. A Guide to Adult Education in the Church.
PUB DATE- 97
NOTE- 237p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Adult Development; Adult Education; Adult Educators; Adult Learning; *Church Programs; *Church Role; Churches; Cognitive Style; Cooperative Planning; *Educational Objectives; *Educational Opportunities; Educational Theories; *Lifelong Learning; Nonformal Education; Program Development; *Religious Education; Teacher Education; Teacher Role

This book contains eight papers about lifelong learning in the Christian church. The preface and foreword are written by Rebecca Groth and H. George Anderson, respectively. (1) "The Gospel Calls Us" (Margaret A. Krych) examines five theological themes of lifelong learning. Adult development and learning styles are considered in (2) "What Teachers Need to Know about Adults Today" (Robert L. Conrad). (3) "Principles of Adult Learning" (Kent L. Johnson, Nelson T. Strobert) discusses the theory of adult learning, formal and informal learning, and motivation for adult education. (4) "Teaching Matters: The Role of the Teacher" (Luther E. Lindberg) points out that teaching is at the center of the church's mission. The Bible, church history, theology, and ethics are discussed in (5) "Content Areas of Adult Education" (Donald R. Just, Eugene C. Kreider). The stories of four congregations are presented in (6) "Exploring Opportunities for Adult Education" (Mary E. Hughes, Diane J. Hymans). (7) "Making the Connections" (Norma Cook Everist, Susan K. Nachtigal) explores ways of connecting education and the following: ministry in daily life; mission; and education, spirituality, and worship. Planning cooperatively, supporting and recognizing teachers, educating educators, reaching out, and evaluating are the topics addressed in (8) "Organizing for Adult Education" (Norma Cook Everist, Susan K. Nachtigal). (MN) chapter 4 and how the resulting training is far more effective. The companies discussed are Andersen Consulting, Diamond Technologies, Anixter Corp., Target, and Bennigans. The chapters do not describe case histories, but rather the thinking that went into designing the simulations and scenarios, obstacles that had to be overcome, and reactions of everyone from top executives to trainees to results of virtual learning. Chapters 10-13 provide bases for establishing the effectiveness of virtual learning. They tell a number of stories about the techniques that enhance goal-based scenarios' efficacy and a preview of a virtual learning future. Chapter 10 provides a rationale for virtual learning in training: it is designed to work in harmony with the way the mind learns. (YLB)

ED 417 307 CE 076 028

Community Service Activities Following High School. Indicator of the Month.
PUB DATE- 98
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *High School Seniors; High Schools; Higher Education; *Outcomes of Education; Program Effectiveness; Program Evaluation; *Public Service; *Service Learning; Volunteers; *Young Adults
IDENTIFIERS- National Education Longitudinal Study 1988; *Youth Community Service

High school students who are involved in community service work are more likely to continue such community service after graduation. Highlights of a study using data from the National Education Longitudinal Study of 1988, Second Follow-up (1992) and Third Follow-up (1994), include the following: (1) in 1994, 43 percent of 1992 high school seniors reported performing community service in the previous year, with those who performed community service during the last 2 years of high school twice as likely to have performed it after high school than those who did not participate in high school community service; (2) in 1994, high school seniors who were required to perform community service during the last 2 years of high school were more likely to perform community service than all 1992 high school seniors (58 percent versus 43 percent); (3) 1992 high school seniors who had attended some college by 1994 were more likely to performed community service in the previous year than those who had not attended some postsecondary education; and (4) a lower percentage of 1992 high school seniors from public schools reported performing community service 2 years later than did seniors from Catholic or private schools. (KC)

ED 417 308 CE 076 029

Clery, Suzanne B.; Lee, John B.; Knapp, Laura G.
Gender Differences in Earnings among Young Adults Entering the Labor Market. Postsecondary Education Descriptive Analysis Reports. Statistical Analysis Report.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 98
NOTE- 85p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

Institutes; Technology; Troubleshooting; Two Year Colleges

This student manual explains an innovative strategy through which Bellingham Technical College's (Washington) evening Industrial Electrician and Millwright Apprenticeships were aggregated with workforce upgrade course offerings to form the college's first evening degree program in Industrial Maintenance Technology (IM-TEC). Section 1 contains a program description, list of program objectives, and graduation requirements. Section 2 provides the IM-TEC curriculum, listing required courses and elective curriculum options. Section 3 consists of course descriptions. Section 4 specifies course sequences, including prerequisites, sequential courses, and independent (without prerequisites) courses. Section 5 provides a typical student schedule of courses that covers 15 quarters. The manual also contains a blank student planning sheet for scheduling classes and a book list of 47 required and recommended textbooks. (YLB)

ED 417 327 CE 076 065

Fusch, Gene E.
Changing Paradigms in the Industrial Workplace--Implications for Secondary and Post-secondary Institutions.
PUB DATE- 97
NOTE- 17p.; Paper presented at the Annual Meeting of the Association of Management and the International Association of Management (15th, Montreal, Quebec, August 6-9, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Change Strategies; Employer Employee Relationship; *Industry; Inplant Programs; *Labor Force Development; *Lifelong Learning; *Organizational Change; *Partnerships in Education; Postsecondary Education; Public Policy; *School Business Relationship; Secondary Education; Technological Advancement; Total Quality Management
IDENTIFIERS- Informal Education; *Learning Organizations

Since the 1980s, enterprises have experienced massive organizational changes influenced by introduction of and rapid advancements in new technologies, new organizational structures, and new organizational management methods. From Becker's theory of a sequential relationship between education and training to competence in knowledge and skills to productivity and earnings, formal and informal education and training are becoming an intrinsic feature of ongoing technological and organizational change in many enterprises. In addition to workplace human resource development, enterprises are looking for new knowledge and skills in entry-level employees. Amid these educational and training challenges, many enterprises are developing learning environments and striving for continual improvement intrinsic to the learning organization. Implications of the learning organization for the enterprise are as follows: it promotes a strategy for continual improvement in quality of thinking, capacity for reflection and team learning, and ability to develop a shared vision and understanding of complex industry issues. Other Western enterprises have adapted Japanese methods, such as just-in-time production. National lifelong learning initiatives may actually be training policies intended to improve economies. Since postsecondary institutions are in a position to meet training needs of the rapidly changing workplace, education and training policy should encourage close connections between institutions and enterprises. (Contains 24 references.) (YLB)

PUB DATE- 98
NOTE- 63p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Programs; *Adult Students; Check Lists; *Counseling Effectiveness; *Counseling Services; *Counseling Techniques; *Education Work Relationship; Educational Needs; Educational Strategies; Financial Support; Foreign Countries; Models; National Surveys; Needs Assessment; Postsecondary Education; Program Evaluation; Questionnaires; *School Counseling; Self Evaluation (Individuals); Systems Approach; Technical Institutes; Vocational Education
IDENTIFIERS- *United Kingdom

This report, which is written for curriculum managers, student services managers, and learning support managers in further education (FE) colleges throughout the United Kingdom, summarizes and examines the results of a study in which eight FE colleges worked with the Further Education Development Agency to evaluate different approaches to learning support. ("Learning support" is defined as any activity beyond a college program's prescribed content that contributes to individual students' attendance, retention, learning, and achievement.) The following topics are among those discussed: summary of the study findings (strategy, culture, and organization; take-up of support; liaison; models; information, outcomes); role and context of learning support and catalysts for learning support; management of learning support (strategy, policy, key issues); models of learning support (initial needs assessment, learning centers, specialist workshops, tutorials and active guidance, partnership teaching, differentiation in teaching, specialist in-class support, ever-changing models); methods of funding learning support (centralized and college support); central systems for learning support (information systems, quality, staff development); and evaluation of learning support (methods, key issues, future developments). Twelve tables/figures are included. The bibliography contains 16 references. Appended are the following: staff questionnaire; course checklist; self-assessment checklist regarding Advanced (A-level) studies; staffing chart; and study center questionnaire. (MN)

ED 417 346 CE 076 101

Green, Muriel; Bartram, Dave
Initial Assessment to Identify Learning Needs.
PUB DATE- 98
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Programs; *Adult Students; Diagnostic Tests; *Educational Needs; *Educational Practices; *Evaluation Methods; Foreign Countries; National Standards; *Needs Assessment; Objective Tests; Postsecondary Education; *Student Evaluation; Technical Institutes; Test Construction; Vocational

School Students.
PUB DATE- 98
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Career Awareness; Childhood Attitudes; Children; Females; *Grade 6; Intermediate Grades; Males; Middle Schools; Rural Schools; *Rural Youth; *Sex Differences; *Sex Stereotypes; Socialization
IDENTIFIERS- Gender Issues; Middle School Students

The attitudes and beliefs regarding gender, achievement and self-concept of sixth-grade students from a rural Kansas elementary school were assessed. Research consistently demonstrates females' superior verbal ability over males and males' stronger quantitative skills when compared to females. Explores the development of these differences in rural communities, a brief review of gender and career development research as it applies to middle school children is offered here. The study addresses five questions: (1) are gender concerns implicated in perceived career options among rural youth?; (2) are levels of gender stereotyping different for males and females in current rural public school settings?; (3) is this background a disadvantage to students regarding their ongoing career development?; (4) can these differences be detected in elementary school students?; and (5) are current strategies widening career options for rural youth, males and females, in public schools? An experimental six week career unit was presented and compared to the approved curriculum in career education for sixth grade. Results demonstrate that career education materials significantly influence the non-traditional perceptions of sixth graders; meaningful changes in beliefs for gender and self-concept may require more comprehensive educational approaches. Further analysis underscores the multidimensional character of human development. Personal adaptation was limited due to masculine valuations by all students, including females, in this strongly traditional environment. Implications for career counseling are discussed. (Contains 38 references.) (EMK)

ED 417 365 CG 028 321

Nordby, Steven R.
Occupational Sex-Role Stereotyping in the Middle School.
PUB DATE- 97
NOTE- 77p.; Master's Thesis, Fort Hays State University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Adolescents; *Career Awareness; Career Choice; *Junior High School Students; Junior High Schools; Middle Schools; Occupational Aspiration; *Occupational Tests; *Sex Differences; *Sex Role; *Sex Stereotypes; Social Change
IDENTIFIERS- Gender Issues; *Middle School Students

Occupational sex role stereotyping occurs early in children's lives. To understand this process, a study of occupational sex-role stereotyping in seventh-, eighth-, and ninth-grade students (N=178) is presented here. The independent variables were gender, grade level, self-reported grades, participation in career planning activities, family structure, job status of the mother, participation in extracurricular activities, and size of school. Scores on the Occupational Sex-Stereotyping Instrument, as adapted by the researcher, served as the dependent variable. A status survey factorial design was employed resulting in a general linear model. Main effects

IDENTIFIERS- California Achievement Tests; Teaching Research

The purpose of this study was to determine the effectiveness of whole language versus phonics on reading achievement. Four second-grade students participated--two were chosen for a control sample in which they were taught using the modified whole language approach; and two were chosen for the experimental sample and were taught using the modified whole language approach plus additional phonics skills. The students were given a pretest and a posttest, which tested vocabulary, comprehension, word analysis, and word identification. Results indicated no significant difference in vocabulary, comprehension, and word identification, but a significant difference for word analysis. Findings suggest how these results may be influenced by different teaching strategies. (Contains 27 references and 6 tables of data; an appendix contains additional data.) (Author/RS)

ED 417 384 CS 013 111

Bonk, Rita M.
The Effects of a Reading Specialist in a K-4 School.
PUB DATE- 98
NOTE- 55p.; M.A. Research Project, Kean University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Reports - Research/Technical (143)
DESCRIPTORS- Classroom Techniques; Primary Education; *Reading Consultants; Reading Instruction; Reading Programs; *Reading Teachers; *Teacher Responsibility; *Teacher Role; Teacher Surveys; Teaching Methods; Urban Education
IDENTIFIERS- Teaching Research

This study examined the role of a reading specialist, hypothesizing that teachers of grades K-4 in an urban school district do not know nor understand the role of the reading specialist and would not take advantage of suggestions and strategies given them by the specialist. A survey was given to the teachers to see if they understood the reading specialist's role; reading specialists in the district also were surveyed to see if they themselves knew their role. Results indicated that the teachers and the reading specialists differed as to the most important responsibilities of the reading specialist. Findings suggest that this was the biggest area of disagreement between the teachers and the reading specialists. Findings further suggest that the teachers do know the role of the reading specialist and do use the suggestions and strategies recommended to them thereby, refuting the hypothesis. (Contains three tables of data and 19 references; 21 completed surveys are appended.) (CR)

ED 417 385 CS 013 112

Krause, Suzanne
The University Supervisor: Constructing Meaning about a Restructured Teacher Education Program Relative to the Supervision of Literacy Methods Students.
PUB DATE- 97
NOTE- 11p.; Paper presented at the Annual Meeting of the National Reading Conference (47th, Scottsdale, AZ, December 3-6, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrative Principles; *Administrator Behavior;

will need to turn their attention to identifying and describing the plethora of influences that interact with gender to impact reading and writing. (Contains 32 references.) (RS)

ED 417 403 CS 013 143

Roberts, Theresa; Corbett, Caro
Efficacy of Explicit English Instruction in Phonemic Awareness and the Alphabetic Principle for English Learners and English Proficient Kindergarten Children in Relationship to Oral Language Proficiency, Primary Language and Verbal Memory.
PUB DATE- 97
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Early Intervention; Hmong; *Instructional Effectiveness; Kindergarten; *Kindergarten Children; *Limited English Speaking; Low Income; Phoneme Grapheme Correspondence; Primary Education; *Reading Improvement; Reading Research; *Reading Skills
IDENTIFIERS- Alphabetic Principle; California (North); *Direct Instruction; *Phonemic Awareness

A study examined the degree to which children with limited English proficiency can benefit from English instruction in phonemic awareness and phoneme-grapheme correspondence. Subjects were 27 kindergarten children in a suburban northern California school--16 spoke Hmong as their primary language and the rest were monolingual English speakers. The comparison class consisted of 29 students, 17 of whom spoke Hmong as their primary language. Students in the intervention class received 20-minute lessons on both phonemic awareness and the alphabetic principle four to five times a week for eight weeks. Literacy instruction in the comparison class included a daily alphabet song or chant. Results indicated that: (1) students in the intervention group significantly improved in rhyming, segmenting, and blending skills from pretest to posttest; (2) students in the intervention class outperformed their comparison class counterparts on the phonemic awareness measures but not the letter name and letter sound measures; (3) English learners in the intervention class scored significantly higher than the English learners in the comparison class on rhyming and blending; (4) no significant correlations between English oral proficiency and phonemic awareness performance were seen; and (5) students in all classes showed significant improvement in understanding the alphabetic principle. Findings suggest that the intervention instruction was particularly beneficial to English learners, and that English language learners who are at the very initial stages of English language acquisition and who are from very low socioeconomic status backgrounds can learn phonemic awareness through explicit instruction. (Contains 21 references, and two tables and three figures of data.) (RS)

ED 417 404 CS 216 204

Loer, Stephanie, Comp.
Classics for Young Readers: An Annotated List of the Most Time-Honored Books for Children Pre-School through Young Adult.
PUB DATE- 97
NOTE- 21p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)

NOTE- 32p.; Paper presented at the Annual Meeting of the National Reading Conference (47th, Scottsdale, AZ, December 3-6, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Childrens Writing; Classroom Environment; Grade 2; Grade 3; Primary Education; Qualitative Research; *Student Characteristics; Teacher Role; *Writing Processes; Writing Research; *Writing Strategies
IDENTIFIERS- Writing Habits

A study examined the situated and idiosyncratic writing strategies of a stratified purposeful sampling of five second and third grade children and the interplay between their strategy use and the multi-layered instructional contexts created by their teacher. Over a period of one school year, qualitative data (field notes, interviews, tape recordings, writing samples, and documents) were collected through various methods. The writing styles and strategies of these students revealed that there is more to writing than actual pen to paper behaviors. Every focus child was different. For each child, writing was an idiosyncratic series of decisions, strategies, and behaviors that also fluctuated according to the context, genre, and writing instruction. The teacher did not set rigid standards for writing because specific expectations for writing would contradict her stated philosophical stance about children and their need for exploration and discovery through language. Findings suggest that contrasting writers were able to discover and refine their idiosyncratic writing processes within this teacher's classroom. Research needs to continue to reconceptualize child writers so that they can be viewed as individuals. (Contains 40 references and 5 figures representing children's writings and drawings.) (RS)

ED 417 426 CS 216 266

Johannessen, Larry R.
Helping Prospective Teachers Create Active Learning Environments That Encourage Diverse Perspectives.
PUB DATE- 98
NOTE- 28p.; Paper presented at the National Council of Teachers of English Spring Conference (Albuquerque, NM, March 19-21, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Class Activities; *English Teachers; Higher Education; Metaphors; Methods Courses; Preservice Teachers; *Reflective Teaching; Secondary Education; Student Attitudes; *Teacher Education
IDENTIFIERS- *Learning Environments

Classroom strategies and techniques can help novice teachers break with traditional ways of thinking about teaching English and begin the process of becoming reflective practitioners who see teaching as a complex activity that requires creative solutions to teaching problems. Research on pre- and inservice teachers on their metaphors for teaching indicate that teacher educators need to help pre- and inservice teachers change their metaphors for teaching and develop strategies that will enable them to enact their new metaphors for teaching. A language arts methods course instructor uses an "opinionnaire" activity that is designed to get prospective English teachers thinking

Lee, Robert L.
Everything about Theatre! The Guidebook of Theatre Fundamentals.
PUB DATE- 96
NOTE- 225p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Audience Awareness; Creative Expression; High Schools; Higher Education; Instructional Effectiveness; *Production Techniques; *Student Participation; Teamwork; *Theater Arts
IDENTIFIERS- *Drama in Education; *Theater History

This guidebook is designed to introduce students in drama or theater arts programs to as many aspects of theater as possible, to allow them to experience for themselves the diversity and excitement of theater, and to encourage them to develop the love of theater which is necessary for the successful production of a play at any level: high school, college, community theater, or professional. The guide is meant to be a general introduction to theater, and those who successfully complete one or more courses based on its material will have learned to be more discriminating consumers of theater. The book's 18 chapters are designed especially to hold student interest. Chapters are: (1) Learning Your Way Around; (2) Introduction to Acting; (3) Theatre's Family Album: Ancient Theatre; (4) Improvisation; (5) Basic Stagecraft; (6) Your Vocal Instrument; (7) Reading the Wrighting; (8) Meeting the Monolog; (9) Family Album, Part II: Medieval and Renaissance Theatre; (10) Stage Lighting; (11) Doing the Duo; (12) Family Album, Part III: Elizabethan and French Neoclassic Theatre; (13) Theatrical Makeup; (14) Directing for the Stage; (15) Scene Design and Painting; (16) Family Album, Part IV: Romanticism to Realism; (17) Props, Costumes, and Sound; and (18) Getting to Work. Appendixes contain thoughts on acting, an exercise in basic stage movement, and job descriptions and responsibilities and company rules. (NKA)

ED 417 446 CS 509 787

Hurme, Pertti
The Communications Technology Course in a Communications Department: The Finnish Experience.
PUB DATE- 97
NOTE- 14p.; Paper presented at the Annual Meeting of the National Communication Association (83rd, Chicago, IL, November 19-23, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Freshmen; Computer Anxiety; *Computer Attitudes; Foreign Countries; Higher Education; *Introductory Courses; Qualitative Research; *Student Attitudes; Student Characteristics; Student Journals
IDENTIFIERS- *Technology Based Instruction; University of Jyvaskyla (Finland)

This study described the experiences of a communications technology course for first-year students in a communications department, arranged in 1994-96. The learning process was monitored by means of a qualitative analysis of diaries written by 161 first-year students at the University of Jyvaskyla, Finland, complemented by a survey of the communications technology skills of the students at the onset of the course.

Power of Personal Attention and (9) The Role of the Good Teacher. (Contains a conclusion, an appendix, notes and an index.) (AA)

ED 417 465   EA 028 923

Cate, Fred H.
The Internet and the First Amendment: School and Sexually Explicit Expression.
PUB DATE- 98
NOTE- 103p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Access to Information; Elementary Secondary Education; *Information Policy; Information Sources; Intellectual Freedom; *Internet; Legal Responsibility; Obscenity; *Pornography
IDENTIFIERS- First Amendment

Rather than focus on "who" makes the determination about students' access to sexually explicit expression, this volume examines the legal issues affecting "whether" to permit that access and "how much" access to allow. In sum, this book is intended to facilitate meaningful discussion about the regulation of minors' access to sexually explicit material and the role of educational institutions and individual teachers and librarians in controlling such access. After "Introduction," the chapters include: (1) "The Internet and Sexually Explicit Expression" (The Internet in Classrooms and Libraries, Sexually Explicit Expression on the Internet, Notes); (2) "Legal Issues and the Internet" (Application of the First Amendment, Intellectual Property, Economic Issues, Privacy, Security, and Encryption, Multinational Impact and Regulation, Notes); (3) "The First Amendment and Sexually Explicit Expression" (Introduction to the First Amendment, Obscenity, Material that Is Harmful to Minors and Variable Obscenity, Children, Technology, and Indecency, Communications Decency Act, Notes); (4) "Controlling Sexually Explicit Expression on the Internet" (Legal Regulation, Controlling Access, Notes); (5) "The Value of Internet Expression" (Adults and Expression on the Internet, The Value of Unrestrained Expression for Children, Notes). (Contains sources for further research: cases, secondary materials, online resources, and 49 references.) (AA)

ED 417 466   EA 028 927

Georgescu, Dakmara-Ana
Secondary Education in Romania. Guide to Secondary Education in Europe.
PUB DATE- 97
NOTE- 79p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- Educational Change; *Educational Environment; Educational Finance; *Educational Policy; Foreign Countries; *Government School Relationship; History; *Minority Groups; School Administration; School Community Relationship; School Policy; *Secondary Education; Teacher Education
IDENTIFIERS- *Romania

Secondary education in Romania is characterized by innovations introduced by the communist system and by recent efforts to restructure the system. This book presents a systematic and

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Attitudes; Elementary Secondary Education; Power Structure; *School Administration; Self Concept; *Sex Stereotypes; Socialization; *Women Administrators
IDENTIFIERS- *Gender Issues

When a woman is promoted to an administrative role in a central office, her transition can be especially difficult. Aspects of the socialization issues resident in this experience, as revealed in a narrative study of one woman administrator's experiences, are reported. The narrative, drawn from journal entries made during the administrator's first year in central office, recount her reactions and emotions as she adjusted to this new position. Interwoven with the narrative are excerpts from the literature that are intended to underlie and to substantiate the analysis of the situations encountered. The report outlines how a move to central office will result in the administrator, male or female, feeling alienated. It also discusses how both women and men administrators can experience a sense of worthlessness and a fear of failure in the new role. It is suggested that those moving to central office must establish contacts, networks, and mentors to learn all the facets of the position. There is also the powerful influence that the socialization of female administrators as "women" or "feminine" influences how others will perceive her and how she will perceive herself. Contains 21 references. (RJM)

ED 417 487 EA 028 953

Huxham, Chris, Ed.
Creating Collaborative Advantage.
PUB DATE- 96
NOTE- 188p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Change Agents; *Community Cooperation; *Cooperation; *Cooperative Planning; Coordination; *Institutional Cooperation; Intergroup Relations; Management Systems; Power Structure; Social Change

Although interorganizational collaboration is becoming increasingly significant as a means of achieving organizational objectives, it is not an easy process to implement. Drawing on the work of authors with extensive experience, an accessible introduction to the theory and practice of creating collaborative advantage is presented in this volume. Part 1 includes an introduction and chapter 1, "Collaboration and Collaborative Advantage" (Chris Huxham). Part 2, "Rationales and Contexts for Collaboration" includes the following chapters: (2) "On the Theory and Practice of Transformational Collaboration from Social Service to Social Justice" (Arthur Turovh Himmelman); (3) "The Stakeholder/Collaborator Strategy Workshop" (Colin Eden); and (4) "Cross-Sectoral Partners: Collaborative Alliances among Business, Government, and Communities" (Barbara Gray). Part 3, "Collaboration in Practice: Key Issues" includes: (5) "Collaborative Working and the Issue of Sustainability" (Steve Cropper); (6) "Five Obstacles to Community-Based Collaboration and Some Thoughts on Overcoming Them" (David Sink); and (7) "Involving the Community: Collaboration for Community Development" (Catherine Barr and Chris Huxham). Part 4, "Intervention Processes for population, and scope and nature of service resources utilized. The study found that eight of the nine communities had made progress in moving from a narrow, insular approach to service delivery. State policy appeared to facilitate development of more coordinated service delivery models, as did interagency structures developed for infant and toddler programs. The study also concluded that federal policy, which aligns requirements for preschool children to those for school-age children, appears to pose a major barrier to the development of comprehensive and coordinated models. Data tables are appended. (Contains 17 references.) (DB)

ED 417 506 EC 306 247

McWilliam, R. A.; McGhee, Melissa; Tocci, Lynn
Cultural Models among African American Families Receiving Early Intervention Services.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 98
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Black Mothers; Community Services; *Cultural Influences; Day Care; Delivery Systems; *Disabilities; *Early Intervention; *Educational Experience; Family Involvement; Fathers; Grandparents; Interviews; Models; *Mother Attitudes; Parent Child Relationship; Parent Participation; Preschool Education; Racial Factors; Social Support Groups
IDENTIFIERS- African Americans

The purpose of this study was to discern African American mothers' cultural models for their experiences receiving early intervention services for their young children with disabilities. Fifteen mothers were interviewed and the records of their children were examined. Findings were organized by 3 conceptual themes: how the mothers handled their parenting of a child with special needs (positive, informed), how family and community influences played a part (involvement of father and extended family, church), and how services themselves varied (e.g., child oriented, friendly service providers, more center based and therefore more hours for African American children). As interpreted through cultural model theory, results show that the African American mothers had discernible shared meanings regarding their experiences with their child and with the use of services. (Contains 38 references.) (Author)

ED 417 507 EC 306 248

Harbin, Gloria L.; West, Tracey
Early Intervention Service Delivery Models and Their Impact on Children and Families.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 98
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Agency Cooperation; Change Agents; Community Programs; *Cooperative Programs; Decision Making; *Delivery Systems; *Disabilities; *Early Intervention; Focus Groups; Infants; Integrated Services; Interviews; Leadership; *Models; Organizational Development; Policy Formation; Preschool

Relationship; Educational Strategies; Elementary Secondary Education; Employment Opportunities; Individualized Education Programs; Internet; Interpersonal Competence; *Lesson Plans; Mental Retardation; Nutrition; Program Development; Self Determination; Social Cognition; Teaching Methods; *Transitional Programs

IDENTIFIERS- *Life Centered Career Education

This document brings together the first three issues of a newsletter designed for users of the Council for Exceptional Children's Life Centered Career Education (LCCE) curriculum. The newsletter's goal is to inform practitioners of curriculum implementation ideas and transition issues, and to provide a forum for the exchange of ideas. Featured articles discuss: a curriculum guide for teachers of students with moderate mental disabilities, an updated edition of the basic LCCE text, special training opportunities for using the LCCE Complete Curriculum, lowering dropout rates by using the LCCE curriculum, becoming a trainer for the LCCE Curriculum, using cooperative learning strategies along with the LCCE curriculum to prepare students for the dynamics of the workplace, using video clips as an alternative to role playing, the student-led individualized education program and self-determination, and a pilot LCCE program in a Missouri school district. Three lesson plans are included, on planning balanced meals, using the Internet for job information, and greeting people in the community appropriately. Each issue lists resources for further information. (CR/LC)

ED 417 526 EC 306 268

Fowler, Susan A.; Lewman, Beverly

SPARK: Skills Promoted through Arts, Reading, and Knowledge. Demonstration Project. Final Report.

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC. Early Education Program for Children with Disabilities.

PUB DATE- 98

NOTE- 134p.

LANGUAGE- English

EDRS Price- MF01/PC06 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Art Activities; *Childrens Literature; Classroom Techniques; Creative Art; Creative Development; Cultural Awareness; *Curriculum Design; *Disabilities; Educational Strategies; Family Involvement; Field Tests; Inclusive Schools; *Inservice Teacher Education; *Literacy Education; Music Activities; Preschool Education; Skill Development; Teacher Workshops; Teaching Models

IDENTIFIERS- Project Head Start

This final report discusses the activities and outcomes of the SPARK (Skills Promoted through Arts, Reading, and Knowledge) demonstration project, a project designed to provide inservice training and a preschool curriculum to enable professional early childhood staff to use literacy and the arts to promote the skill development of young children with widely diverse skills. The model was field tested with over 600 children by 57 educators in self-contained early childhood special education (ECSE) classes, inclusive ECSE classes, and Head Start classes. The model includes: (1) a culturally sensitive preschool curriculum based on children's literature that enables teachers to promote individual and general skills through the creative arts; (2) inservice training, which includes five workshops designed to train teaching staff to implement the curriculum and to prepare administrators to observe replication of the

Proceedings of the Nationa. Disability Statistics and Policy Forum (3rd, Washingon, DC, May 13, 1996). Disability Forum Report, Number 3.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 98
NOTE- 78p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Data Collection; *Disabilities; Federal Programs; *Housing; *Needs Assessment; Public Policy; *Residential Programs; *Statistical Data; Surveys

This proceedings reports on a forum which explored housing statistics for people with disabilities. An introduction identifies three broad areas of recommendations for consideration that arose from the forum: (1) a definition (and taxonomy) of housing that meets current and future profiles of where people actually live should be developed: (2) descriptive statistics on the housing characteristics of people living in the community and their service needs are required; and (3) research on the impact of housing on the health, well-being, and quality of life of individuals with disabilities should be undertaken. The next section offers highlights of individual presentations. The full texts are then presented for two panel discussions, a keynote speech (by Roberta Achtenberg, Senior Advisor to the Secretary of the Department of Housing and Urban Development), and reports from working groups. The first panel addressed the need for better data on housing for people with disabilities and the second panel considered the strengths and weaknesses of federal surveys. Two working groups also provided reports on disability housing statistics and policy needs for housing data. Also included are a list of participants and an appendix, "An Assessment of National Statistics on Supportive or Assisted Living for Those with Disability" (Robert Maynard and Robert Newcomer). (DB)

ED 417 545 EC 306 290

Spinelli, Cathleen G.
Facilitating and Promoting Academic and Social Success for the Adolescent with Attention Deficit Disorder.
PUB DATE- 98
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescents; *Attention Deficit Disorders; Classroom Techniques; *Clinical Diagnosis; Educational Strategies; Elementary Secondary Education; Organization; Remedial Instruction; *Resource Teachers; Self Advocacy; Self Management; Special Education Teachers; Student Placement; *Teacher Role; *Teacher Student Relationship; Transitional Programs

This paper discusses the role of resource center teachers in helping students with attention deficit disorder (ADD) successfully make the transition to secondary school. It addresses: (1) characteristics of ADD, including academic underachievement, cognitive fatigue, fine motor dysfunction, lack of self-monitoring skills, poorly developed organization and time management skills, and performance inconsistency; (2)

least restrictive environment, implementation, and annual review. School communications and meetings are addressed in Section 4, which offers guidance on methods of communicating, preparing for a meeting, and resolving differences with the school. Section 5 answers common questions asked by educational surrogate parents. The final section provides a glossary of terms and abbreviations. A listing of state and national resources completes the guide. (DB)

ED 417 562 EC 306 309

Swanson, Julie D.
Project SEARCH: Selection, Enrichment, and Acceleration of Rural Children. Final Report.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 95
NOTE- 97p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Ability Identification; Black Students; Classroom Techniques; Creativity; Curriculum Design; Curriculum Development; *Early Identification; Elementary School Students; Enrichment Activities; *Gifted; Grants; Inclusive Schools; Inservice Teacher Education; Minority Group Children; Models; Primary Education; Program Development; Program Evaluation; *Rural Schools; *Student Evaluation; *Talent; Talent Development
IDENTIFIERS- *Project Search; South Carolina

This final report describes the activities of Project Search (Selection Enrichment and Acceleration of Rural Children), a project funded by a federal Javits grant to address the identification of young gifted and talented students from underrepresented populations and to develop a model for providing appropriate services for young, potentially gifted children. The project focused on three pilot school sites in rural areas of the Charleston County School District in South Carolina. All three school served a majority of African American children. The project began with kindergarten classrooms and then added second and third grade classrooms. By the end of the project, staff directly affected more than 450 students and 26 teachers and principals. Assessment instruments were used to evaluate students' intelligence, academics, creativity, and social leadership; student portfolios were also used for identification of the top 10-15 percent of students. The project developed an inclusive classroom model for nurturing giftedness that involved curriculum development and teacher training. Classroom strategies included higher level questioning and dialog, open-ended and project-based assignments, varied materials and hands-on activities with students, and opportunities for self-directed activities. The report includes the final dissemination packet on promising practices, information about assessment instruments, and an evaluation. (CR)

ED 417 563 EC 306 310

Understanding and Managing Behavior of Young Children. Videotape
PUB DATE- 98
NOTE- 0p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Non-print Media (100)
DESCRIPTORS- *Aggression; Attention Deficit Disorders; *Behavior

supervisory control to conduct school safety audits. This type of audit should "assess the safety conditions in each public school." HB 1851 also directed the Superintendent of Public Instruction to develop a list of items to be reviewed and evaluated in the school safety audits. This document explains audit protocol, including deadlines and certification procedures, and gives a short description of the audit procedure. The main portion of the document is a collection of checklists, one for each of the following components: (1) safety and security of buildings and grounds; (2) development and enforcement of policies; (3) procedures for data collection; (4) intervention and prevention plans; (5) staff development; (6) opportunities for student involvement; (7) level of parent and community involvement; (8) role of law enforcement; (9) development of a crisis management plan; and (10) standards for security personnel. Attachment 1 is a copy of HB 1851 and Attachment 2 is a blank copy of the School Safety Audit Certification. (Author/BRH)

ED 417 581 FL 024 891

Cowie, Neil
Students of Process Writing Need Appropriate and Timely Feedback on Their Work, and In Addition, Training in Dealing with That Feedback.
PUB DATE- 95
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Journal Articles (080)
DESCRIPTORS- Error Correction; *Feedback; Foreign Countries; Introductory Courses; Learning Strategies; *Second Language Instruction; Second Language Learning; *Writing Instruction; *Writing Processes
IDENTIFIERS- *Process Approach (Writing)

A discussion of the use of feedback in process-oriented second language writing instruction focuses on students' need for feedback, the most effective ways of providing it, appropriate timing for feedback, and how students use this information. Literature on feedback in process-oriented writing instruction is reviewed in light of each of these issues, and some suggested classroom responses to the research findings are outlined, including methods of giving feedback (reformulation, topical structure analysis, student self-monitoring, peer response) and ways of evaluating these methods for effectiveness. The role of learner strategy training in giving and using feedback is then explored briefly. In conclusion, the principles of effective feedback are summarized. Contains 27 references. (MSE)

ED 417 582 FL 024 921

Razawi, Shafqat Hussain
Darul Talif-Wa-Tarjuma, Jamia Usmani (Usmania University Hyderabad, India).
PUB DATE- 96
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- *Curriculum Development; Educational History; Foreign Countries; Higher Education; *Instructional Materials;

Studies in Language Learning and Spanish Linguistics. Festschrift in Honor of Tracy D. Terrell.
PUB DATE- 95
NOTE- 494p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Biographies; Classroom Techniques; Communication Apprehension; Communicative Competence (Languages); Curriculum Development; Diachronic Linguistics; Discourse Analysis; English (Second Language); Experiential Learning; French; *Grammar; Immigrants; Instructional Materials; Language Research; Language Styles; *Language Variation; *Linguistic Theory; *Natural Language Processing; Phonology; Reading Instruction; Regional Dialects; Second Language Learning; *Second Languages; Sociolinguistics; *Spanish; Teaching Methods; Tenses (Grammar); Textbooks; Verbs; Vocabulary Development; Writing Instruction
IDENTIFIERS- Terrell (Tracy D)

Essays on Spanish linguistics and related topics are dedicated to linguist Tracy D. Terrell. An introductory section gives a brief biography and a list of his publications. Essays include: "The Natural Approach to Language Teaching: An Update" (Tracy D. Terrell); "Two Mad, Mad, Mad Worlds: Notes on Natural Approach and the Writing of 'Dos mundos'" (Magdalena Andrade, Thalia Dorwick, Jeanne Egasse, Elias Miguel Munoz); "On Breaking with Tradition: The Significance of Terrell's Natural Approach" (Armando Baltra); "The Natural Approach: How It Is Evolving" (Patricia A. Richard-Amato); "What Is Intermediate Natural Approach?" (Stephen Krashen); "Perspectives on Language Anxiety: An Interview with Tracy Terrell" (Dolly J. Young); "Attitudes, Variables, and the Affective Filter in the Acquisition of Second-Language Sound Systems" (Robert M. Hammond); "On Achieving Competence in Two Languages: The Role of Necessity for the Cuban Mariel Entrant" (Diane Ringer Uber); "French Immersion and Its Offshoots: Getting Two for One" (Merrill Swain); "Intermediate Natural Approach Beyond the Classroom: Experiential Education in Language Learning" (Peggy Hashemipour); "Cognitive Aspects of Input Processing in Second-Language Acquisition" (Bill VanPatten); "The Reading/Writing Relationship: Implications for ESL Teaching" (Ann M. Johns); "On the Need for Discourse Analysis in Curriculum Development" (Marianne Celce-Murcia); "Foreigner Talk, Baby Talk, Native Talk" (Barbara F. Freed); "Foreigner Talk as Comprehensible Input" (Terrell); "Recognition, Retention, Retrieval: The Three Rs of Vocabulary Use" (Wilga M. Rivers); "Constraints on the Aspiration and Deletion of Final /s/ in Cuban and Puerto Rican Spanish" (Terrell); "Hiato, sineresis, y sinalefa: A Sociolinguistic Updating" (Joseph H. Matluck); "The Spanish Sibilant Shift Revisited: The State of 'seseo' in Sixteenth-Century Mexico" (Giorgio Perissinotto); "On Transfer and Simplification: Verbal Clitics in Mexican-American Spanish" (Carmen Silva-Corvalan, Manuel J. Gutierrez); "Sex, Class, and Velarization: Sociolinguistic Variation in the Youth of Madrid" (Mark S. Turnham, Barbara A. Lafford); "Assertion and Presupposition in Spanish Complements" (Terrell); "Illocutionary Verbs, Subject Responsibility, and Presupposition: The Indicative vs. the Subjunctive in Spanish" (Sanford Schane); "Presupposition Inheritance and Mood in Spanish" (Errapel Mejias-Bikandi); "The NP-Based Analysis of Mood Choice in Spanish Relative Clauses" (Jorge M. Guitart); "Middle-Subjunctive Links" (Ricardo Maldonado); "The Painless Subjunctive" (Flora Klein-Andreu); "A Note on the Spanish Personal 'a'" (Ronald W. Langacker); "Spanish Tense and Aspect

NOTE- 63p.; Tables and graphs are shaded and color blocked.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Annual Reports; *Evaluation Criteria; *Fellowships; Financial Aid Applicants; *Foreign Countries; Higher Education; Information Needs; *Management Information Systems; Program Administration; *Program Effectiveness; Program Evaluation; Recordkeeping; *Scholarships; Trend Analysis
IDENTIFIERS- *British Commonwealth

This document delineates an evaluation framework developed for the Commonwealth Scholarship and Fellowship Plan (CSFP) of Great Britain. Three separate instruments were recommended: (1) a report that describes the plan, highlights the past year's activity, and summarizes important data; (2) a triennial report that incorporates a modified version of the data sets of the current year's annual report, analyzes longer-term trends, and responds to the needs of ministers of education and administrators; and (3) a centralized tracking system for scholars that permits evaluation of the long-term impact of the plan. The report identifies data requirements needed for CSFP evaluation, along with data management and reporting issues. An evaluation framework chart identifies evaluation issues, indicators, and data sources relevant to program objectives (achievement of the plans's overall objectives and objectives pertinent to evaluating the effectiveness and efficiency of operations and outcomes of the awarding countries and nominating countries). Appended materials include definitions of terms of reference, a bibliography, a list of organizations consulted, a list of acronyms and abbreviations, suggested contents for the annual and triennial reports, suggested data fields for the CSFP alumni database. (SW)

ED 417 622 HE 031 051

Leach, Fiona
Linking Higher Education to Basic Education. Workshop Report (Langkawi, Malaysia, March 1997).
PUB DATE- 97
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Adult Basic Education; *Basic Skills; Case Studies; *College School Cooperation; Continuing Education; Coordination; Educational Cooperation; Educational Objectives; *Educational Planning; Elementary Secondary Education; *Foreign Countries; Higher Education; Master Plans; Primary Education; School Community Relationship; *Teacher Education
IDENTIFIERS- *World Conference on Education for All

A 1997 workshop developed strategies to help higher education institutions (HEIs) enhance their capacity to support the goals of basic education, as articulated at the 1990 World Conference on Education for All. Ten country studies were used as resource materials. Strategies were articulated to support basic education through teacher education, research, and service to the community. Teacher education strategies included "train the trainers" initiatives and reexamining teaching curricula to ensure they were appropriate for basic/primary education. Research strategies included prioritizing research that contributed to national development goals and engaging in multidisciplinary research. Additional strategies addressed included: linking service to community activities with teaching and research, and creating specialist departments, such as

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agricultural Education; College Curriculum; College Role; Cooperative Programs; Developing Nations; *Economic Development; Food; Foreign Countries; *Global Approach; Higher Education; *Intercollegiate Cooperation; International Educational Exchange; *International Programs; International Trade; Natural Resources; Research Projects; School Business Relationship; *Strategic Planning

This strategic plan addresses the internationalization of activities of American colleges and universities offering programs in food, agricultural, and natural resources disciplines. Internationalization is enhanced by appropriate university roles in economic development, humanitarian assistance, augmentation of global food security, and institution building in developing countries. This mission is accomplished through internationalization of curricula, faculty experiences, exchange programs, collaborative research, and institutional linkages that enhance the global environment within colleges and universities. Both internal and external factors influence the environment for international food, agricultural, and natural resources programs. External factors include: globalization of trade, growing competitiveness of world agricultural markets, and the demand for college graduates who can function in a global workplace. Internal factors include: increasing numbers of students seeking study abroad opportunities, and an emphasis on international partnerships. Recommendations are offered to promote the following goals for colleges and universities: human resource development; information dissemination concerning international trade, markets, business opportunities, and policy issues; international collaborative partnerships; and promotion of the global university for the 21st century. (SW)

ED 417 641 HE 031 094

Globalizing Agricultural Science and Education Programs for America.
PUB DATE- 97
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Agribusiness; *Agricultural Education; Agricultural Production; Agriculture; College Role; Cooperative Programs; Cross Cultural Training; Economic Development; Food; Foreign Countries; Foreign Policy; *Global Approach; Higher Education; Information Dissemination; Information Needs; Intercollegiate Cooperation; *International Programs; *International Trade; Land Grant Universities; Long Range Planning; Marketing; Research Projects; Scholarship; *School Business Relationship

This document proposes an agenda for globalizing agricultural science and education which has implications for higher education, research, and extension programs at land-grant and similar universities. To enhance global competitiveness of U.S. agriculture through human resource development, institutions are urged to: globalize undergraduate and graduate curriculum, provide leadership development in a global context, encourage pursuit of related scholarly objectives and knowledge creation, and create cross-cultural competency and understanding. Another focal area is the collection and dissemination of information about market, trade, and business opportunities. Five

EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Rank (Professional); *College Faculty; Degrees (Academic); Faculty Workload; Full Time Faculty; Higher Education; Nontenured Faculty; Part Time Faculty; Racial Factors; Sex Differences; *State Colleges; *State Universities; Tenured Faculty
IDENTIFIERS- *Virginia

This collection of charts, graphs, and text; part of a series describing the public colleges and universities in Virginia, are intended to examine what the faculty in Virginia's public colleges and universities do, who they are, and how they are supported, evaluated, and rewarded. In most charts, institutions are grouped by mission doctoral institutions, comprehensive institutions, and two-year colleges. Information is provided on: comparison of 1990 and 1996 average workload of teaching and research faculty; categories of the 1996 faculty activity survey; statewide weighted averages of time utilization (teaching, research, service) from the 1996 survey; weighted averages by rank and discipline; full-time equivalent students per full-time equivalent faculty member by student level; research and public service dollars per full-time faculty member; full-time instructional faculty with terminal degree in related field; full- and part-time status by gender; full- and part-time status by race; full-time faculty by rank and gender; full-time faculty by rank and race; percent of faculty with tenure or on tenure-track; and 1996 authorized average faculty salaries and 1999-2000 benchmark goals at doctoral and two-year institutions. (DB)

ED 417 659 HE 031 115

Higher Education Policy Initiative on Undergraduate Education: 1986-1998.
PUB DATE- -0
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Academic Persistence; Active Learning; College Admission; College Bound Students; College Curriculum; College Preparation; *College Students; Cooperative Learning; Education Work Relationship; *Educational Policy; *Educational Trends; Faculty Development; Graduate Study; Graduation; Higher Education; State Boards of Education; Student Evaluation; Time to Degree; Transfer Students; Trend Analysis; *Undergraduate Study
IDENTIFIERS- *Illinois

This report reviews changes in undergraduate education in Illinois since 1985-86 and identifies issues that need to be addressed. It is based on information from public university and community college annual reports on undergraduate education; "Priorities, Quality, and Productivity" reports; regular data collections; and previous State Board reports. The first section examines high school preparation and college admission. It reviews policies concerning admission requirements, actual student behavior in course selection and completion, and such issues as use of grades in required courses rather than class rank. The second section examines the undergraduate experience in Illinois in sub-sections which discuss policies, expectations, curriculum, active and collaborative learning, student assessment, faculty development, and opportunities and issues (e.g. unsatisfactory introductory courses in math, science, and engineering).

PUB DATE- 98
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- College Administration; Colleges; Eligibility; *Federal Aid; *Federal Programs; Financial Support; Government School Relationship; *Higher Education; *Student Financial Aid

This brochure for college administrators uses a question and answer format to provide an overview of factors in deciding whether a college should participate in the federal student aid programs. Questions address the following issues: the decision to participate in the student aid program; staffing required for a financial aid office; costs to the school for having these programs; risks in participating in the programs; benefits of providing federal student aid programs to students; institutional eligibility requirements; student eligibility factors; amounts of money a student can receive; specific federal student aid programs; how students get the funds; available training for institutional participants; and sources of additional information. (DB)

ED 417 679 HE 031 136

Diamond, Robert M.; Adam, Bronwyn E.
Changing Priorities at Research Universities, 1991-1996. Based on: The National Study of Research Universities on the Balance between Research and Undergraduate Teaching (1992), by Peter J. Gray, Robert C. Froh, Robert M. Diammond.
SPONS. AGENCY- Carnegie Foundation for the Advancement of Teaching, Princeton, NJ.
PUB DATE- 98
NOTE- 94p.; "Data Analysis and Graphics: Julie C. Hall, Joseph Viscomi, Timothy H. Wasserman."
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; *College Faculty; *College Instruction; Faculty Evaluation; Followup Studies; Higher Education; *Institutional Mission; Promotion (Occupational); Publish or Perish Issue; *Research; *Research Universities; Surveys; Teacher Attitudes

This report presents findings of a 1996-97 survey of 11 research and doctoral institutions to determine how faculty, department chairs, and academic deans perceive the balance between research and undergraduate teaching at their institutions. The institutions had responded to the same survey 5 years earlier as part of a larger study of 49 institutions. Major findings of this latest survey included: overall, a stronger support for a balance between teaching and research than in the earlier survey; a perception that institutions are placing greater importance on teaching than earlier; a decline in respondents reporting a strong personal emphasis on research; changing criteria in the selection of faculty and department chairs toward a greater emphasis on teaching; and differences among disciplines in perceptions about the appropriate balance between teaching and research. However, open-ended comments often noted that while institutional rhetoric had changed, policies and practices for promotions, tenure and merit pay continue to reward research over undergraduate teaching and providing for the joint development and submission of a budget request to be considered separately from the budgets of each agency. Appendices (more than half of the document) include: the text of Legislative Resolution 373 (LR373), narrative description of the background and history of Instructional Television (ITV) and STS Statutes, 1994 Research Associates executive summaries, STS Survey usage analysis, comparison of NDE and NETC responses on an ideal program, SERC course offerings 1989 to 1996, and a joint letter from NDE and NETC. (SWC)

ED 417 698 IR 018 764

Bare, John; Meek, Anne
Internet Access in Public Schools. Issue Brief.
PUB DATE- 98
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Educational Research; Elementary Secondary Education; Futures (of Society); *Internet; *Public Schools; School Community Relationship; *School Statistics; Statistical Analysis; Tables (Data); Telecommunications
IDENTIFIERS- Access to Computers; Barriers to Implementation; *Technology Integration

In order to measure Internet access in U.S. public schools, the National Center for Education Statistics (NCES) surveyed a nationally representative sample of public schools in 1994. Subsequent surveys in 1995, 1996, and 1997 enabled NCES to track growth in this area. This Issue Brief presents information on: how much progress the schools have made in connecting to the Internet; the availability of Internet access in instructional rooms; the outlook for achieving Internet access by 2000; the educational and community groups that are supporting telecommunications in the schools; and the challenges that remain for educators as schools obtain Internet access. The percentage of U.S. public schools with Internet access increased from 35% in fall 1994 to 78% in fall 1997. The percentage of schools with Internet access that had access in five or more instructional rooms increased from 25% in 1996 to 43% in 1997. Data from 1996 indicated that 87% of schools that lacked Internet capabilities planned to obtain Internet access by 2000. Parents, community members, local businesses, and not-for-profit groups provide assistance to schools in acquiring Internet access and other advanced telecommunication services. Challenges for educators include providing technical support; ensuring teachers and administrators have time for and access to staff development; increasing the effective use of the Internet to support student learning; and protecting students from inappropriate material on the Internet. (SWC)

ED 417 699 IR 018 765

Report of Student Performance on the North Carolina Tests of Computer Skills. Reporting on the Class of 2001 for the State and 117 Public School Systems.
PUB DATE- 98
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)

Colby, Michael
Romance in a Minor Key: Periodicals Selection for Music.
PUB DATE- 98
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Library Material Selection; *Media Selection; *Music; *Periodicals; *Reading Material Selection; Reading Materials

Employing a metaphor of romantic relationship (e.g., monographic selections are like one-night stands; periodical selections are more like marriages), this paper assists the librarian in the selection of monographic periodicals for library music collections. It recommends finding existing titles through advertisements in other similar periodicals. Suggested selection criteria are: issues of quality, the reputation of the publisher, the contents of the periodical, the names of the contributors, and the publishing schedule of the periodical. Also recommended is looking at the factor of indexing by asking the question: "Is the title indexed and is the index in print or online form?" As an alternative method of acquisition, this paper suggests finding periodicals via interlibrary loan or document delivery if desired titles are available at nearby institutions. The reader is referred to several other sources for music periodical selection including: "Notes: The Quarterly Journal of the Music Library Association"; "Magazines for Libraries'; "Ulrich's International Periodicals Directory"; and "The Serials Directory"; "International Music Journals"; and "Writing about Music." (JAK)

ED 417 718 IR 056 939

Knowtes: The Knowledge Management Thinkletter, 1997.
PUB DATE- 97
NOTE- 10p.; Printed on colored paper.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Corporations; *Information Management; Knowledge Level; Library Role; Needs Assessment; *Newsletters; Program Development; Strategic Planning; Training
IDENTIFIERS- *Knowledge Management

This document consists of four issues of a quarterly newsletter focusing on knowledge management. Articles include: "Who Are the Knowledge Management Role Players?"; "Integrating Human Resources"; "Knowledge Management: An Integrated Science?"; and "The Knowledge Management Plan." Included in the Spring newsletter is a list of additional reading in knowledge management. Discussion focuses on the librarian's role; education and training; maintaining knowledge in small and large corporations; and environmental analysis, assessment, and missions and goals. (AEF)

ED 417 719 IR 056 941

Bertot, John Carlo; McClure, Charles R.
Policy Issues & Strategies Affecting Public Libraries in the National Networked Environment: Moving beyond Connectivity.
PUB DATE- 97
NOTE- 34p.

presenting evaluation findings and developing an action plan based on the results. (The paper contains 19 references. Appended are the following: biographical information about the authors; chart illustrating the concept of a balanced evaluation scoreboard; chart for recording a performance measurement index design group; and glossary.) (MN)

ED 417 271 CE 075 797

Davison, Trevor
Distance Learning and Information Technology: The Rhetoric and the Reasonable.
PUB DATE- 95
NOTE- 12p.; Paper presented at the International Convention for Education, Training, and Development (Port Douglas, Queensland, Australia, September 30-October 6, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Education; Adult Students; *Distance Education; Educational Change; Educational Needs; *Educational Technology; Foreign Countries; Higher Education; *Student Personnel Services; Teaching Methods; Telecourses
IDENTIFIERS- Central Queensland University (Australia)

Distance learning in Australia has become much more popular in the last 20 years, with off-campus study increasing by 331 percent. At Central Queensland University, approximately half of the 9,000 students enrolled are studying at a distance. In order to provide high-quality distance education, a university, through its employees, must "care" for the students enrolled in these programs. Information technologies are increasingly used, and such techniques as videoconferencing, telephone conferencing, and telephone tutorials are a popular means of providing access to higher education and support for distance students. Some barriers to student access to higher education include the following: the expectation that students will have the required technologies, although many cannot afford them; gender bias against the women who make up most of the distance student body; and students who do not know how to use the information technologies if they can get them. Suggestions for improving access to and success in higher education for distance students are as follows: community use of governmental education and training resources, community use of business and industry resources, and corporate sponsorship of community learning. If universities are to continue to fulfill their mission, they must balance technology with caring in order to help students access and profit from education. (Contains 20 references.) (KC)

ED 417 272 CE 075 798

McCharen, Belinda
Discovering the Possibilities of Career Counseling in Business and Industry.
PUB DATE- 95
NOTE- 8p.; Paper presented at the International Convention for Education, Training, and Development (Port Douglas, Queensland, Australia, September 30-October 6, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..."

ED 417 290 CE 075 972

Tuijnman, Albert; Belanger, Paul, Ed.
New Patterns of Adult Learning: A Six-Country Comparative Study.
PUB DATE- 97
NOTE- 266p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Education; *Adult Learning; Adult Literacy; Comparative Analysis; Education Work Relationship; *Educational Demand; Educational Policy; *Educational Supply; Educational Trends; Educationally Disadvantaged; *Enrollment Trends; Foreign Countries; *Learning Readiness; *Lifelong Learning; Participant Characteristics; Participation; Postsecondary Education; Public Policy; Questionnaires; Sex Differences; Trend Analysis
IDENTIFIERS- *International Adult Literacy Survey; International Surveys

This book contains 10 papers based on a data set from the 1994 International Adult Literacy Survey, which collected data from more than 20,000 individual respondents in samples representative of the adult populations in 6 countries: Canada, the Netherlands, Poland, Sweden, Switzerland, and the United States. The papers are: "Foreword" (Paul Belanger, Albert Tuijnman); (1) "The 'Silent Explosion' of Adult Learning" (Paul Belanger, Albert Tuijnman); (2) "Demand and Supply of Adult Education and Training" (Willem Houtkoop, Hensel Oosterbeek); (3) "Patterns of Participation in Adult Education and Training: Cross-national Comparisons (Pierre Doray, Stephen Arrowsmith); (4) "Barriers to Participation in Adult Education and Training: Towards a New Understanding" (Kjell Rubenson and Gongli Xu); (5) "The Non-participation of Undereducated Adults" (B. Allan Quigley, Stephen Arrowsmith); (6) "New Trajectories of Learning across the Lifespan" (Max van der Kamp, Jo Scheeren); (7) "Literacy Proficiency and Adults' Readiness to Learn" (David C. Niece, T. Scott Murray); (8) "Gender Differences in Work-Related Training" (Edwin Leuven); (9) "Beyond the Walls of the Household: Gender and Adult Education Participation" (Sofia Valdivieslo Gomez); and (10) "Adult Education Participation: A Policy Overview" (Abrar Hasan, Albert Tuijnman). Appended are a description of the data collection procedures used in the International Adult Literacy Survey and the survey instrument. (MN)

ED 417 291 CE 075 974

Brown, Bettina Lankard
Conflict Management: Trends and Issues Alerts.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reference Materials - Bibliographies (131)
DESCRIPTORS- Adult Education; Annotated Bibliographies; *Conflict Resolution; Educational Needs; *Empowerment; *Interpersonal Communication; On the Job Training; *Problem Solving; Trend Analysis; *Work Environment

DESCRIPTORS- *Educational Attainment; Employed Women; Employment Experience; High School Equivalency Programs; High School Graduates; Nontraditional Occupations; Postsecondary Education; *Salaries; *Salary Wage Differentials; Secondary Education; *Sex Differences; Student Certification
IDENTIFIERS- High School and Beyond (NCES)

The source of data for analysis of earning differences between men and women was the High School and Beyond (HS&B) study that tracked the 1980 sophomore class from high school to postsecondary education and the labor market. Analyses indicated that in 1992, 10 years after most of the students who were the subjects in the study graduated from high school, women were less likely than men to work consistently after they left school--one-third compared to 46 percent. Men with no more than a high school diploma or General Educational Development certificate earned $25,601, whereas women earned $19,333 in the last full year after highest degree attainment. Men who earned certificates or associate's degrees earned $22,410 in the first year of work; women earned $19,446. In the last year of work, the men earned $26,969; women earned $21,868. Female workers with Bachelor's degrees earned $22,602 the year after graduation compared to $26,778 earned by men. By the last year of work, men were earning $34,104 compared to $27,259 for women. The gender dominance of the major field of study for students who earned any postsecondary degree or certificate was related to their earnings. Workers who graduated in female-dominated fields started work earning $20,855; those in male-dominated fields earned $26,170. By their last full year of employment studied, workers in female dominated field earned $24,307 compared to those in male dominated fields who earned $31,292. Men who graduated with Bachelor's degrees in gender-neutral fields earned more than women in the same fields. (Appendixes contain a glossary, technical notes, and a 24-item bibliography.) (YLB)

ED 417 309   CE 076 030

Getting Results through Learning.
PUB DATE- 97
NOTE- 69p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Adult Education; Agency Cooperation; Cooperative Planning; Education Work Relationship; Educational Improvement; Educational Resources; Employer Employee Relationship; *Federal Government; *Government Employees; Instructional Design; Job Performance; *Labor Force Development; Learning Strategies; *On the Job Training; Organizational Development; Partnerships in Education; *Public Agencies; Strategic Planning; *Training Methods
IDENTIFIERS- *Learning Organizations; Outsourcing

This handbook, which was developed for federal managers, explains how low-cost and no-cost training methods developed in the private sector and the services and support available from federal human resource development (HRD) offices can be used to build a smarter and more productive work force. Presented in part 1 are the following: seven questions to help managers determine whether their workers are continuously learning and transforming themselves to solve new problems and achieve new goals; overview of the findings of the 1993 report of the Vice President's National Performance Review; and examples of the results of a commitment to workforce learning in the private sector. The following strategies for getting better results

ED 417 328 CE 076 066

Fusch, Gene E.
Policymakers and the Players: An Overview of United States and Canadian Vocational Education and Workforce Training Schemes.
PUB DATE- 94
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Advisory Committees; Board of Education Policy; Boards of Education; College Governing Councils; Comparative Analysis; Comparative Education; Educational Administration; Educational Finance; *Educational Policy; Federal Aid; Federal Government; Foreign Countries; *Government Role; *Job Training; *Policy Formation; Postsecondary Education; Secondary Education; State Aid; State Government; *Vocational Education
IDENTIFIERS- *Canada; *United States

Key players in U.S. and Canadian vocational education and workforce training resemble each other. Motives from cultural values, ethics, or personal gain drive players' interaction. The U.S. government is increasing availability of grant funding but influencing policy by stipulating conditions on grant monies. In Canada, the federal government is increasing its share of funding and making stipulations. States have been identified as key policymakers, but the federal government, bureaucrats, and special interest groups have significant roles. Canadian provinces and territories have more autonomy over vocational education than the states. Policymaking and influence of state and provincial school boards show substantial deviation, since members or superintendents may be elected or appointed. In the United States and Canada, the judicial branch retains the ultimate policy power. The policymaking authority of school boards is limited to establishing policy and procedure at the local level to implement federal, state, and provincial policies. Other players include the following: superintendents; administrators; principals; teachers; parents; business; labor; community; special interest groups; university and community college boards; college presidents, deans, and administrators; college faculty; and college business and labor training relationships. (Appendixes contain 36 references and an overview of U.S. and Canadian work force schemes.) (YLB)

ED 417 329 CE 076 067

Fusch, Gene E.
Organizational Change from Scientific Management to the Learning Organization--Implications for New Work Systems.
PUB DATE- 97
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adult Education; Change Strategies; Developed Nations; *Employer Employee Relationship; Empowerment; Foreign Countries; Industry; Lifelong Learning; *Organizational Change; *Organizational Development; *Participative Decision Making; *Teamwork; Technological Advancement; Total Quality Management; *Work Environment
IDENTIFIERS- Informal Education; Japan; *Learning Organizations; Scientific Management

Western enterprises confront an era of global competition in

Education
IDENTIFIERS- *United Kingdom

This document, which is intended for curriculum managers, student services managers, and learning support managers in further education (FE) colleges throughout the United Kingdom, presents the practical experiences of FE colleges that have implemented a range of approaches to initial assessment and offers technical information, good practice criteria, guidance, and advice regarding developing and using initial assessment materials. The following are among the topics discussed: state of initial assessment in FE colleges; approaches to initial assessment (understanding the rationale for initial assessment, managing initial assessment in FE colleges, choosing and/or devising assessment materials, timing initial assessment, grading and feedback); technical aspects of initial assessment (assessment and testing, assessment policy, definition of initial assessment, assessment for placement versus classification, selection interviews, screening and diagnosis, rationale for diagnostic testing, and use of screening tests and diagnostic assessments); tools and techniques (quality criteria, required resources, key points); advice to colleges (developing an assessment policy; making contracts; understanding options; and deciding whether to test, which tests to use; and whether to use internally developed tests or tests from other colleges). Appended are the following: draft code of good practice testing; guidelines for defining objective tests; and information about designing and developing diagnostic tests. (MN)

ED 417 347 CE 076 102

Martinez, Paul; Houghton, Julia; Krupska, Marysia
Staff Development for Student Retention in Further and Adult Education.
PUB DATE- 98
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adult Education; *Adult Educators; Case Studies; Educational Practices; Educational Research; Educational Strategies; Foreign Countries; *Inservice Teacher Education; Postsecondary Education; Professional Development; Program Effectiveness; *School Holding Power; *Staff Development; *Teacher Student Relationship; Technical Institutes; Theory Practice Relationship; Vocational Education
IDENTIFIERS- *United Kingdom

This document, which is intended for staff development managers, senior and middle curriculum managers, student services managers, and teacher trainers in further education (FE) and higher education throughout the United Kingdom, summarizes the experience of nearly 20 further education colleges and adult education services in the United Kingdom in developing and implementing staff development strategies and practices to improve student retention. The following topics are discussed: the role of staff development in boosting student retention rates; principles and working hypotheses (messages from the research on student retention, staff development and professional development, strategies for managing change, and development of working hypotheses); staff development include: (1) students enrolled in ninth grade had a statistically larger mean Occupational Sex-Stereotyping score than students enrolled in eighth grade; (2) students whose mothers did not work outside the home showed more stereotyping; (3) students with better grades reported less sex-stereotyping. A number of interaction results are reported with important generalizations derived from the interaction of variables. Results are discussed and related to research in the field; recommendations for further study are included. The Demographic Information Sheet, Student Activity Sheet, Occupational Sex-Stereotyping Instrument, Letters to School Administration, Approval Letters, and the Standard Instruction Sheet are appended. (Contains 27 references.) (EMK)

ED 417 366 CG 028 323

Zytowski, Donald G.
Person-Matching: Career Assessment for the 21st Century.
PUB DATE- 98
NOTE- 22p.; Paper presented at the ERIC/CAPS Conference, "Assessment '98" (St. Petersburg, FL, January 16-18, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; *Career Choice; Career Counseling; Industrial Psychology; *Interest Inventories; *Occupational Tests; Psychometrics; Social Change; *Test Construction; Test Validity; *Vocational Interests

Interest assessment typically consists of a person indicating whether he or she likes, dislikes, or is indifferent to a task. A more appropriate technology for career interest assessment is needed and one such program is presented. Interest assessment in career counseling has been based on the concept of the "discriminant bridge" developed by Strong in the 1920s, which requires assumptions regarding the homogeneity and stability of occupations. This concept, still employed in the premier interest inventories, is in danger of obsolescence. Whereas vocational psychology has been interested in job satisfaction, industrial psychology has employed a parallel concept of the "predictive bridge" to assess potential success in a field. However, occupations today have become more diverse, have more complex conceptualizations, and workers are clearly not as homogeneous as they were when earlier instruments were developed. A test outcome providing the title of an occupation (e.g., "engineers") may not provide much useful information to a client. Persons should be matched either to organizations or to persons in specific organizations, rather than to occupations. Some test case data are offered here, along with suggestions for further research on the concept of person-to-person match. Contains 30 references. (EMK)

ED 417 367 CG 028 338

Oltjenbruns, Kevin Ann; Schatz, Mona Struhsaker
Foster Care: Exploring Grief and Loss. A Specialized Training Program Designed for Foster Care Workers and Foster Care Parents.
SPONS. AGENCY- Colorado State Dept. of Human Services, Denver. Div. of Child Care.
PUB DATE- 96
NOTE- 101p.; For related documents, see CG 028 339 and CG 028 340.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

Educational Research; Higher Education; Methods Courses;
*Student Teacher Evaluation; *Student Teacher Supervisors;
*Supervisory Methods; *Teacher Education; Teacher Supervision
IDENTIFIERS- *Reflective Supervision

An exploratory study described the ways in which a university supervisor constructed meaning about the program goals, assessment system, and her role as a supervisor relative to a newly reconceptualized elementary student teaching program and literacy methods class. The supervisor worked in a teacher education program in a large urban university in the northwestern United States. She was chosen because of her extensive knowledge of and experience with the field and because she was unclear about many of the radical transformations taking place in the program in which she had worked efficiently and effectively for many years. Data included field notes taken in informal and formal contexts; the supervisor's written notes and memos; and audiotapes of student's literacy lesson teaching episode, the supervisor's post-observation conference with the methods students, the researcher's post-observation conference, and the post-conference reflective conversation. Results indicated: (1) the supervisor constructed meaning similarly across the categories of supervisor knowledge in terms of program goals and learning targets knowledge (44%) and strategies to increase her supervisor knowledge (46%); the supervisor focused on the first of four program goals (effective teaching, assessment, and evaluation) and related target dealing with effective instruction; and the supervisor was likely to use either talking or reflecting to construct meaning about the program. Findings suggest continued investigations of the thought processes of supervisors relative to the changing nature of the teacher education program and coaching interventions are warranted. (Contains three tables of data. Appendixes contain a program goals and objectives, an observation evaluation guide, and an observation and conference form.) (RS)

ED 417 386   CS 013 118

Ediger, Marlow
Affective Objectives in Reading.
PUB DATE- 98
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Affective Objectives; Cognitive Objectives; Elementary Education; Evaluation Methods; *Reading Instruction; Reading Teachers; Student Evaluation
IDENTIFIERS- Learning Environment

Emotions, feelings, and values are important in an individual's well being. If pupils possess quality attitudes, the chances are that cognitive objectives will be achieved well, as much as the individual can be capable of doing. The teacher needs to emphasize affective objectives in reading instruction. Learning opportunities to achieve objectives should have both affective and cognitive inherent ends. Evaluation procedures also need adequate emphasis placed upon the affective components of learning in the reading arena. (RS)

ED 417 387   CS 013 119

Morice, Dave
Alphabet Avenue: Wordplay in the Fast Lane.

DESCRIPTORS- *Adolescent Literature; Annotated Bibliographies; *Childrens Literature; Elementary Secondary Education; Fairy Tales; *Fiction; Folk Culture; Legends; *Picture Books; Poetry; Preschool Education; Reading Motivation
IDENTIFIERS- Trade Books

Intended to encourage young people to read, this 140-item annotated bibliography features books chosen because they are distinguished in their categories, have broken new ground in children's publishing, or were written for adults only to be taken by children as their own. The list is presented in 4 age groups: preschool to age 7; middle readers, ages 8 to 11; intermediate readers, ages 10 to 13; and older readers, age 12 to young adult. Included within each age group are different categories of children's literature: picture books, poetry and rhymes, folk and fairy tales, stories and legends. As a guide to obtaining books, the publisher's name appears in parentheses at the end of each listing. (RS)

ED 417 405 CS 216 213

Blau, Sheridan
Toward the Separation of School and State.
PUB DATE- 98
NOTE- 16p.; Revision of an inaugural address by the NCTE president presented at the Annual Meeting of the National Council of Teachers of English (Detroit, MI, November 20-25, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Freedom; Elementary Secondary Education; *English Instruction; *Government School Relationship; *Language Arts; *Politics of Education; Professional Autonomy; Professional Development; *Public Education; Public Opinion; Teacher Certification

Those who teach in the field of English and the language arts have seen their subject and their teaching enter the discourse of politics and become the topoi for popular discussions about the crisis in public education--they find themselves caught in a rising tide of public opinion against what they stand for intellectually and professionally. What is needed is a greater separation between school and state and the emancipation of education from the arbitrariness of political pressures. Schools, like religion and the press, need the protection of something like a Constitutional amendment to keep education free of interference in matters of materials, methods, and curriculum from the winds of political change and the "passing hysterias of public opinion." To build public confidence in the profession of teaching, English and language arts educators need to exercise their professional responsibilities even more demonstrably than they demand their professional rights and protections. They should communicate with their legislators to represent their opposition to laws that would interfere with the right of educators to engage in their professional work according to standards set within their profession. Professional organizations like the National Council of Teachers of English have been strong advocates for and must continue to promote intellectually rigorous and academically relevant requirements for the certification of classroom teachers, just as they must continue to advocate strong, high-quality professional development programs to enhance the expertise of all teachers in classrooms. (RS) critically about their own metaphors for teaching. Another activity involves having the students write a short paper on how they would teach the first day of class given a particular roster of students. Essays are discussed in class to bring out things they missed in their essays. A third activity illustrates a way to hold students' interest and involves a questionnaire of 10 to 20 items that focus on a single major character in literature but put that character in new situations. After working through the activity, the students create their own "what if?" activities. Learning these different strategies seems to help preservice teachers begin to break away from traditional views of instruction and develop new metaphors. (Contains 34 references. Appendixes contain a teaching and learning in English opinionnaire, a parent-child relationships questionnaire and associated writing assignments, a description of the "how would you teach this class?" activity, and two "what if?" questionnaires.) (RS)

ED 417 427 CS 509 763

Waldeck, Jennifer H.; Orrego, Victoria O.; Plax, Timothy G.; Kearney, Patricia
Graduate Student/Faculty Mentoring Relationships: Who Gets Mentored, How It Happens, and to What End.
PUB DATE- 97
NOTE- 45p.; Paper presented at the Annual Meeting of the National Communication Association (83rd, Chicago, IL, November 19-23, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Faculty; Communication Research; Educational Counseling; Faculty Advisers; *Graduate Students; Higher Education; *Interpersonal Communication; *Mentors; Student Evaluation of Teacher Performance; Student Surveys; *Teacher Student Relationship
IDENTIFIERS- Communication Strategies; *Protege Mentor Relationship; *Proteges

Given the importance of mentoring in the academic context and in light of the weaknesses of previous research, this study proposed five objectives. Analyses of surveys from 145 students across 12 universities and diverse disciplines revealed first of all, a demographic profile of the typical graduate student protege and faculty mentor. Second, 10 diverse communication strategies emerged that demonstrate how students initiate a mentoring relationship. Third, protege evaluations of their initiation attempts revealed their efforts to be somewhat ineffective and unduly difficult. Fourth, students reported their mentors provided primarily psychosocial, rather than career support. And fifth, proteges characterized their mentoring relationships as extremely positive and satisfying. Results throughout are, for the most part, independent of both protege and mentor demographics (including ethnicity). (Contains 45 references; a table of data is appended.) (Author)

ED 417 428 CS 509 764

Schumacher, Bradley K.
Conflict Strategies and Interpersonal Communicative Adaptability: Is There a Relationship?
PUB DATE- 97
NOTE- 31p.; Paper presented at the Annual Meeting of the Eastern Communication Association (Baltimore, MD, April 10-13, 1997).

The purpose was to examine student perceptions of communications technology and of learning communications technology as well as to develop the curriculum of the communication technology course. Three major themes emerged in the diaries and the survey: (1) change in the entry level of students; (2) learner types; and (3) concerns of the students about the level of difficulty of the course, fellow students, resources, and the future. Satisfaction with the course appears related to learner type: those well versed in computers were critical, whereas those who had little experience about computers or who were apprehensive of computers were satisfied and learned much during the course. (Contains nine references and a figure of data.) (Author/RS)

ED 417 447 CS 509 789

Proceedings of the Annual Meeting of the Association for Education in Journalism and Mass Communication (80th, Chicago, Illinois, July 30-August 2, 1997). Addenda I.
PUB DATE- 97
NOTE- 413p.; For other sections of these Proceedings, see ED 415 532-551 and CS 509 790.
LANGUAGE- English
EDRS Price- MF01/PC17 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Research/Technical (143)
DESCRIPTORS- *Advertising; Blacks; Foreign Countries; Higher Education; Information Sources; *Journalism; *Journalism History; Media Research; *News Media; Political Issues; Scientific and Technical Information
IDENTIFIERS- First Amendment; *Media Coverage; Media Government Relationship

The 16 papers in the first section of the Addenda to this proceedings are: (1) "Shipboard News: Nineteenth Century Handwritten Periodicals at Sea" (Roy Alden Atwood); (2) "The International Institutional Press Association, 1966-1968" (Constance Ledoux Book); (3) "44 Liquormart--A Prescription for Commercial Speech: Return to 'Virginia Pharmacy'" (Frances L. Collins and Timothy D. Smith); (4) "Sociocultural Influences on Advertising Seen from Gender-Role Portrayals: A Content Analysis of Chinese and U.S. Television Commercials from 1996" (Hong Cheng); (5) "Of Heathens and Heroines: Constructions of Gender and Empire in the Woman's Foreign Missionary Press, 1869-1895" (Janet M. Cramer); (6) "Mainstream Newspapers Coverage of the North American Free Trade Agreement, 1991-1996" (Ana-Jimena Vargas); (7) "Media Rights versus Community Interests in Canada and the United States: Explorations in Legislative and Judicial Balancing" (Vernon A. Keel); (8) "To Mourn, to Cheer, or to Fear? Three Different Chinese Perspectives on the Death of Deng Xiaoping" (Shiau-Ching Chou and Margaret E. Thompson); (9) "Media Recognition and Access to the Presidential Primary Ballot" (Karen M. Markin); (10) "A Model of Public Support for First Amendment Rights" (Jack M. McLeod; Mira Sotirovic; Zhongshi Guo; Kuang-Yu Huang); (11) "Virtual Meetings: Breakdown or Breakthrough in Participatory Government" (Susan Dente Ross); (12) "Humor as a Resource in Constructing Scientific Knowledge and Ignorance" (S. Holly Stocking); (13) "Effects of Alignment Advertisements: Brand Ads Containing Mention of Social Issues" (Toni Schmidt and Jacqueline C. Hitchon); (14) "Funding Alternatives for Electronic Access to Government Information" (David Danner and Paul W. Taylor); (15) "An Investigation of Colorism of Black Women in News" (Lillie M. Fears); and (16) "Computer-Assisted Reporting Resources in Newsrooms, 1994-96" (Bruce Garrison). Contains references and coherent exposition of the Romanian educational system, and outlines the essential problems the system faces. The book opens with the historical, social, and political context of Romanian secondary education, looking at structural characteristics and current efforts to decentralize the administration and management of education. Some of the specific problems in the system include educating ethnic minorities in their native tongues, the need for increased cooperation between schools and society, the lack of efficiency in education, and the challenges associated with financing and budgets. Educational reform must contend with economic problems and rising unemployment, a dramatic drop in the birth rate, a lack of resources, the increased use of illicit drugs, and a decided lack of enthusiasm for education. Three appendices offer data on educational finance, demographics, types of schools, and the state of science education. (RJM)

ED 417 467　　　　EA 028 928

Hansen, Jeannot
Secondary Education in Luxembourg. Guide to Secondary Education in Europe.
PUB DATE- 97
NOTE- 66p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- Educational Assessment; Educational Change; *Educational Environment; Educational Finance; Educational Policy; Foreign Countries; *Government School Relationship; *School Administration; School Community Relationship; *School Policy; *Secondary Education
IDENTIFIERS- *Luxembourg

This book presents a systematic and coherent exposition of the educational structure of Luxembourg, and also outlines the essential problems the system faces. The text opens with the social and political context of education in the country, which is followed by a description of the different types of secondary education. Some of the specific problems examined include policy-making; innovation and educational support structures; financing and budget; schools and society; the organization of the education system; the school as an institution and a community; the curriculum; assessment; the teaching staff; and the European dimension of education in the country. The text addresses the challenges faced by the large immigrant population in the country, the advantages and drawbacks of a bilingual society, the centralized character of the education system, the state of private education, and the role of the growing finance industry in Luxembourg. Four appendices provide information on legislative initiatives, restructuring timetables, and other information. (RJM)

ED 417 468　　　　EA 028 929

Marcou, Costas
Secondary Education in Cyprus. Guide to Secondary Education in Europe.
PUB DATE- 97
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- *Educational Change; Educational Environment; Educational Finance; *Educational History; Federal Legislation;

Collaboration" includes: (8) "The Role of Facilitation in Collaborative Groups" (Sandor P. Schuman); (9) "Group Decision Support for Collaboration" (Chris Huxham); (10) "Utilizing Stakeholder Strategies for Positive Collaborative Outcomes" (Charles B. Finn); and (11) "Inter-Organizational Collaboration in the Policy Preparation Process" (Arnold de Jong). Part 5, "Closure" includes the final chapter, (12) "The Search for Collaborative Advantage" (Chris Huxham). (RJM)

ED 417 488   EA 028 954

Enwall, Beverly M.; Fabal, Carolyn O.
Up the Flagpole: A Guide for Women School Administrators.
PUB DATE- 98
NOTE- 179p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Administrators; Career Development; Educational Administration; Elementary Secondary Education; Females; *School Administration; Self Concept; Sex Stereotypes; *Women Administrators

For women, the corporate world of education should offer a natural field for professional advancement, but frequently this is not the case. Some of the reasons behind this situation and what women can do to advance in leadership roles in education are explored in this text. Chapter 2 examines the corporate world of education and the dramatic differences between this domain and the world of business. Chapter 3 suggests that teachers look carefully at whether they want to enter administration--an area dramatically different from that of teaching. For those who decide to pursue an administrative career, chapter 4 profiles the available jobs and offers a detailed process for applying for such jobs. Once the job has been secured, chapter 5 offers an outlook of the first few days, offering tips for establishing credibility. Chapter 6 provides an overview of how men still dominate the hierarchy of education and what women can do to navigate through sexual harassment, family demands, and the stress of administrative positions. In chapter 7, tips are given as to how to establish a position on the flagpole. In chapters 8-10, advice is offered on how to maneuver for the top spots in administration, what to look out for while ascending the ladder of success, and what to do when one reaches the top. (RJM)

ED 417 489   EA 028 956

Convey, John J.; Haney, Regina M.
Benchmarks of Excellence: Effective Boards of Catholic Education.
PUB DATE- 97
NOTE- 220p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Benchmarking; *Boards of Education; *Catholic Educators; *Catholic Schools; *Educational Philosophy; Educational Principles; Elementary Secondary Education; Religious Education; School Administration

Administrators and board members often wonder how their respective governing bodies measure up to others. To help them

Education; Program Administration; Questionnaires; State Programs; Toddlers

IDENTIFIERS- Interagency Coordinating Council; *Organizational Structure

This study examined the variety of service delivery models being used to provide services to infants and toddlers with disabilities in nine communities across three states (Colorado, North Carolina, and Pennsylvania). Information was derived primarily from focus groups and interviews conducted with community early intervention program administrators, service providers, and families, and analysis of policies and interagency questionnaires completed by representatives of the Local Interagency Coordinating Council in each community. Analysis revealed six qualitatively different organizational models: (1) single-program oriented; (2) network of programs; (3) loosely coupled systems; (4) moderately coupled interagency systems; (5) strongly coupled interagency systems; and (6) a comprehensive system for all children. Each model is described in terms of overall organizational structure, amount and nature of interagency decision making, target population, and scope and nature of service resources. The two most influential factors that affected the development of specific models were state policies and the leadership within the community intervention system. In general, more comprehensive and coordinated service delivery models resulted in a broader array of services, better linkages, and greater individualization. Recommendations include policy direction from state administrators and training in interagency coordination. (Contains 50 references.) (DB)

ED 417 508 EC 306 249

McWilliam, R. A.; Tocci, Lynn; Harbin, Gloria

Family-Centered Services: Early Intervention Service Providers' Constructed Meanings.

SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.

PUB DATE- 98

NOTE- 51p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Case Studies; Community Services; *Delivery Systems; *Disabilities; *Early Intervention; Family Involvement; *Family Programs; Interviews; Personality Traits; Policy Formation; Preschool Education; Professional Personnel; Professional Services; Qualitative Research

IDENTIFIERS- *Service Providers

A case study approach was used to examine how six service providers constructed the meaning of family-centered services in programs providing early intervention services to the families of young children with disabilities. Six professionals from a pool of over 40 service providers were identified as providing highly family-centered services. Family orientation was defined as a willingness to orient services to the whole family, rather than just to the child. Service providers and some families they served were interviewed. Five underlying components of family-centered services were identified: (1) positiveness (a philosophy of thinking the best about the parents); (2) sensitivity (an ability to put oneself in the parents' shoes); (3) responsiveness (paying attention to parents and taking action when parents expressed a need or a complaint); (4) friendliness (the development of rapport between family and service provider); and (5) child and model for fidelity of implementation; and (3) family involvement, including home materials for both center-based programs and home-based programs. Findings from the demonstration project indicate that the inservice training component increases teachers' use of effective teaching practices, the curriculum activities are developmentally appropriate, and consumers (administrators, teachers, and parents) value the model. Appendices include curriculum materials and examples of project-developed forms. (Contains 33 references.) (CR)

ED 417 527   EC 306 269

Harbin, Gloria L.; McWilliam, R. A.; Shaw, Dave; Buka, Stephen L.; Sideris, John; Kochaek, Thomas T.; Gallagher, James J.; Tocci, Lynn; West, Tracey; Clark, Kristi
Implementing Federal Policy for Young Children with Disabilities: How Are We Doing?
SPONS. AGENCY- North Carolina Univ., Chapel Hill. Frank Porter Graham Center.; Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 98
NOTE- 111p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Delivery Systems; *Disabilities; *Early Intervention; Educational Policy; Family Involvement; Family Programs; Inclusive Schools; Infants; Participant Satisfaction; Preschool Education; Program Design; *Program Effectiveness; Program Evaluation; Student Participation; Toddlers
IDENTIFIERS- *Service Utilization

This report presents the findings of a study that investigated the scope and nature of early childhood service delivery systems in three states (Pennsylvania, North Carolina, and Colorado). The study followed 75 children with disabilities for 18 months and surveyed 170 service providers of infants and toddlers and 186 service providers of preschool children. Findings from the study indicate: (1) utilization of infant and toddler and preschool services is high, particularly in comparison to the utilization rates of other federal entitlement programs; (2) percentages of children served indicate that not all eligible children are being served; (3) the average amount of specialized intervention services provided to infants and toddlers is 1.7 hours a week, while preschool children receive an average of 18 hours if they are in segregated settings, and 11 hours if they are in inclusive settings; (4) most systems have failed to put together a sufficient array of services to address the diverse needs of both the child and the family; (5) a significant proportion of the services occur in inclusive settings; and (6) better service outcomes for children and their families occurred in the more comprehensive and coordinated service delivery models. (Contains 59 references and a list of publications.) (CR)

ED 417 528   EC 306 270

Gregg, Soleil
Schools for Disruptive Students: A Questionable Alternative? AEL Policy Briefs.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 9p.

the influence of adolescence and secondary school demands on students with ADD; (3) diagnosis and placement; and (4) remedial strategies for resource center teachers, including monitoring progress, providing prompts and encouragement, promoting use of computers and modification of assignments to address fine motor dysfunction, encouraging self-awareness and self-management, supporting the use of structured organizers, fostering the use of daily notebooks to assist in short and long-term planning, prompting students to use compensatory skills, persuading students to request assistance and clarification, teaching mnemonic devices, advocating the use of study skills techniques, maintaining close supervision and providing direct instruction, coaching self-advocacy skill development, and recommending and facilitating involvement in extra-curricular activities. (Contains 26 references.) (CR)

ED 417 546   EC 306 291

Shapiro, Bruce K., Ed.; Accardo, Pasquale J., Ed.; Capute, Arnold J., Ed.
Specific Reading Disability: A View of the Spectrum.
PUB DATE- 98
NOTE- 267p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Biological Influences; Clinical Diagnosis; Disability Identification; *Dyslexia; *Early Identification; Educational Strategies; Elementary Secondary Education; *Genetics; *Learning Disabilities; Neurological Impairments; Phonetics; Predictor Variables; *Reading Difficulties; Student Characteristics

This book is a compendium of papers presented March 18-20, 1996, at the eighteenth annual Spectrum of Developmental Disabilities course. Research findings are presented that address identification, diagnosis, management, and prognosis of specific reading disability. Individual chapters include: (1) "Dyslexia: The Evolution of a Concept" (John Doris); (2) "Specific Reading Disability: Splitting and Lumping" (Bruce K. Shapiro); (3) "Functional Neuroimaging of Developmental Dyslexia: Regional Cerebral Blood Flow in Dyslexic Men" (Judith M. Rumsey and Guinevere Eden); (4) "Genetics of Reading Disability: Further Evidence for a Gene on Chromosome 6" (Shelly D. Smith, A. M. Brower, L. R. Cardon and J. C. DeFries); (5) "Early Identification of Children At Risk for Reading Disabilities: Phonological Awareness and Some Other Promising Predictors" (Hollis S. Scarborough); (6) "The Discrepancy Formula: Its Use and Abuse" (Linda S. Siegel); (7) "Dyslexia: The Identification Process" (Doris J. Johnson); (8) "Dyslexia: Over- and Under-Diagnosis, Over- and Under-Sophistication" (Ruth Nass); (9) "Diagnosis and Remediation of Dyslexia" (Robin P. Church, Michael Bender and Marjorie A. Fessler); (10) "Instructional Interventions for Children with Reading Disabilities" (Joseph K. Torgesen); (11) "The Long-Term Prognosis of Learning Disabled Children: A Review of Studies (1954-1993)" (Paul Satz, Steve Buka, Lewis Lipsitt and Larry Seidman); and (12) "Reading Dyslexia" (Pasquale Accardo). (Each chapter contains references.) (CR)

ED 417 547   EC 306 292

Spinelli, Cathleen G.

Disorders; *Behavior Modification; Behavior Problems; *Classroom Techniques; *Disabilities; Early Childhood Education; Etiology; *Intervention; Mental Retardation; Social Isolation; Videotape Recordings; Young Children
IDENTIFIERS- Fragile X Syndrome

This two-part, 50-minute video explores causes of challenging behavior in young children and is designed to help teachers and other caregivers intervene effectively. Behavior management strategies and techniques are presented. The first part of the video covers the behavior of children who experience such problems as extreme temper tantrums, isolation, aggression, and violent behavior. The second part of the video addresses behavior problems of children with disabilities such as Fragile X, developmental disabilities, and attention deficit disorders, and describes how practitioners can work with these children in the classroom environment. (CR)

ED 417 564 EC 306 311

Handbook on Parents' Rights.
PUB DATE- 97
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Books (010)
DESCRIPTORS- Confidentiality; *Disabilities; Discipline; *Due Process; *Educational Legislation; Elementary Secondary Education; Eligibility; Federal Legislation; *Individualized Education Programs; Laws; *Parent Participation; *Parent Rights; Parent School Relationship; Referral; Special Education; State Legislation; Student Evaluation; Student Placement
IDENTIFIERS- *Individuals with Disabilities Education Act; North Carolina

This handbook provides information on the rights of parents of children with disabilities in North Carolina. Federal and state laws governing rights of parents are briefly summarized, followed by a more detailed description of rights in various areas, including: (1) referrals for special education services; (2) evaluation procedures; (3) reevaluation; (4) independent educational evaluation; (5) eligibility determination; (6) Individualized Education Programs (IEP) for the student with disabilities; (7) written education programs for the pregnant; (8) related services; (9) least restrictive environment; (10) placement; (11) procedures for Interim Alternative Education Settings (IAES); (12) unilateral placement by parents of children in private schools at public expense; (13) prior written notice; (14) participation in meetings; (15) access to student records and confidentiality of information; (16) parental consent; (17) formal written complaints; (18) mediation; (19) impartial due process hearing and state review, civil actions, and attorneys' fees; and (20) the rights of surrogate parents. Each section describes the parental rights and then gives a user-friendly interpretation. (CR)

ED 417 565 EC 306 312

Due Process Hearing Officer Manual.
PUB DATE- 98
NOTE- 647p.
LANGUAGE- English
EDRS Price- MF03/PC26 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and

*Language of Instruction; Material Development; Organizational Development; Textbooks; Translation; Uncommonly Taught Languages; *Universities; *Urdu
IDENTIFIERS- India; Institutional History; *New Colleges; *Usmania University (India)

The evolution of Usmania University in Hyderabad, India, is chronicled. The idea of establishing a university in Hyderabad in which instruction took place in Urdu was presented in 1878, 1885, and 1894, and in 1914 the proposal became a movement, with the nation's education department undertaking the early work, designing a syllabus to correspond to the necessary examinations. Committees were formed to translate books, coin terms, consult scholars regarding translation and terms, select books for the syllabus, revise and review translated books, review the books from a religious perspective, and review the translated books from a literary viewpoint. Selected books in English, French, German, Arabic, and Persian were translated into Urdu, with publication beginning in 1919. The university opened in the same year. A list of 84 books translated is included. Correspondence related to this process is appended. (MSE)

ED 417 583 FL 024 972

Bangura, Abdul Karim
Accelerated Language Deaths in the Developing World: A Consequence of the New World Order.
PUB DATE- 97
NOTE- 9p.; Paper presented at the Annual Meeting of the Association of Third World Studies (15th, Hartford, CT, October 9-11, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Developing Nations; Diachronic Linguistics; Foreign Countries; Global Approach; *International Relations; *Language Maintenance; *Language Role; Language Usage; *Languages; Sociolinguistics; *Uncommonly Taught Languages
IDENTIFIERS- *Language Shift

Language shift (shift away from use of one language to use of another) and resulting language death are increasing throughout the world, and this trend can be attributed not simply to the spread of English and other world languages, but to a larger phenomenon, a "new world order." Because of rapid change in language use and because the phenomenon of language loss is complex, linguists find it difficult to predict when a language will die. The model proposed here posits that industrialized countries are placing pressure on developing countries to accept the former's political and social values, and that this pressure is being manifested in patterns of migration, industrialization, school language use, urbanization, and population decline, all of which affect language use patterns. Until recently, it was feasible for a small speech community to survive in relative isolation, preserve its own language, and use a language of wider currency for communication with the outside world when necessary. However, centralization of life in the twentieth century makes this kind of situation increasingly rare, accelerating the decline of less commonly used languages. Specific examples of small language communities in this situation are offered. Contains 28 references. (MSE)

ED 417 584 FL 025 071

from a Typological Perspective" (Joan L. Bybee); and The Future of the Future in Spanish Foreign Language Textbooks" (Margaret van Naerssen). (MSE)

ED 417 602 FL 025 124

Wilde, Judith; Sockey, Suzanne
Evaluation Handbook.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 213p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Bilingual Education Programs; Compliance (Legal); Cultural Awareness; Elementary Secondary Education; *Evaluation Criteria; *Evaluation Methods; Federal Programs; Institutional Evaluation; *Measurement Techniques; Objectives; Program Administration; Program Design; *Program Evaluation; Rating Scales; Scheduling; Technical Writing
IDENTIFIERS- *Improving Americas Schools Act 1994

This handbook offers extensive guidance in evaluating programs under the Improving America's Schools Act of 1994, particularly bilingual education programs under Title VII. It is divided into five sections. The first provides an overview of the handbook and some useful definitions. The second section provides background information about and definitions of evaluation, assessment, and analytic techniques. Various types of evaluation are described and guidelines for managing an evaluation are suggested; working with an external evaluator is also addressed. The third section assists in planning the evaluation: writing and modifying objectives that are measurable, creating management timelines; selecting assessments that will measure learner success in a manner that is sensitive to their language, culture, and gender as well as to program needs; and selecting scoring methods. Section four deals with implementation of an evaluation: ensuring timelines are met; training staff to assist in the evaluation; collecting data; analyzing data; and the specific requirements of the legislation. The final section deals with writing the report: interpreting analyses; presenting results; making recommendations; and writing a complete and accurate report. Substantial support materials for each section are appended. Contains 79 references. (MSE)

ED 417 603 FL 025 125

Bertsche, Harriet; Silvestri, Holly
The Challenge of the Internet: Practical Applications in Your 7-12 Classroom.
PUB DATE- 97
NOTE- 11p.; Paper presented at the Annual Meeting of the American Council on the Teaching of Foreign Languages (31st, Nashville, TN, November 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Assignments; Class Activities; Classroom Techniques;

adult basic education or continuing education. Institutional action plans were also developed to organize focused activities (courses, conferences) around basic education issues and create networks among HEIs. Additional individual initiatives suggested included: designing new courses and seeking support to establish a specialist unit within one's HEI. Participants represented the following countries: Botswana, Ghana, Indonesia, India, Malaysia, New Zealand, Fiji, Sri Lanka, Tanzania, Trinidad and Tobago, Zambia, Pakistan, and England. The texts of two workshop speeches are appended. (SW)

ED 417 623   HE 031 052

Workshop on the Management of International Co-operation in Universities (Penang, Malaysia, May 9-10, 1997).
PUB DATE- 97
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *College Students; *Developing Nations; *Foreign Countries; Foreign Students; Higher Education; *International Educational Exchange; Program Administration; Program Costs; *Program Implementation; Program Improvement; *Student Exchange Programs; Student Recruitment; Teacher Exchange Programs; Teacher Role
IDENTIFIERS- *British Commonwealth; Edith Cowan University (Australia); Universiti Sains Malaysia; University of Guelph (Ontario)

International cooperation and student exchange were considered at this 1997 workshop attended by representatives of 27 universities from 15 British Commonwealth countries. The majority of workshops participants were administrators involved in international programs. A keynote address discussed the Commonwealth Universities Study Abroad Consortium in a theoretical context against a background of European experience of internationalization. An agenda was presented for universities contemplating extending their international activities, with particular reference to developing countries. Small group sessions considered possible objectives of international programs, concerns of academic staff if they became involved in international activities, the recruitment of students from abroad as well as sending students to study at a foreign university, financing international programs, and program administration. The workshop also addressed the experience of the University Sains Malaysia (USM), and the functioning of the International Offices at Edith Cowan University (Australia) and the University of Guelph (Ontario, Canada). Appendices provide: a list of workshop participants; the text of the keynote address (Hilary Callan); and the paper "Managing International Student Study Abroad Scheme: USM's Experience" (Puan Sri Fauziah Shahrom).(SW)

ED 417 624   HE 031 053

Fixman, Carol S.
College and Careers Project, 1993-96. Final Report.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 96
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

approaches to accomplish this goal are suggested, including disseminating information about global agribusiness and investment opportunities and developing options for improved decision making in global markets, trade, and policy. Partnerships between U.S. and overseas universities could help to ensure two-way technology flow through collaborative research, establish international agricultural partnerships and joint ventures, and ensure the safe supply of food in international trade. Agriculturally-based economic development could help expand markets for U.S. products and services, promote global food security to enhance political stability, and promote global environmental quality. (SW)

ED 417 642 HE 031 095

Foster, David
Unity out of Diversity. The Origins and Development of the University of Humberside.
PUB DATE- 97
NOTE- 220p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060)
DESCRIPTORS- *Educational History; Foreign Countries; *Government School Relationship; Higher Education; *Institutional Characteristics; *Universities
IDENTIFIERS- England (Humberside); *University of Lincolnshire Humberside (England)

The history of the University of Humberside (England) is traced and related to patterns of local, regional, and national development of higher education. The modern University of Humberside emerged from six separated colleges, the first originating in 1861 and the remaining five were founded before World War I. Two began as teacher training colleges and four of the colleges were responsible for further education. All were monotechnics (art and design, technical education, nautical education, and commerce). The historical review of the University of Humberside, now named the University of Lincolnshire and Humberside, is divided into the following periods: the origins of higher education in Hull; inter-war provision in Hull, later twentieth century provision, 1944-70; the reorganization of further and higher education in Hull, 1972-1976; the establishment of Hull College of Higher Education, 1976-82; Humberside College of Higher Education, 1983-80; and the emergence of Humberside University, 1989-1995. The broad sweep of educational transformation in England over the last century and a half has been characterized by a movement from voluntary to government provision of higher education. Local education authorities were in more influential positions in the early part of the 20th century. There has been a gradual movement from local to national control of advanced further education. (Contains 101 references.) (SW)

ED 417 643 HE 031 096

Goodlad, Sinclair, Ed.
Mentoring and Tutoring by Students.
PUB DATE- 98
NOTE- 312p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Articulation (Education); Case Studies; College

Graduation and beyond is considered in the third section. Subsections examine trends in persistence, transfer, graduation, time to degree, and post-baccalaureate education and work. A concluding section notes the need to integrate the state's entire education system and to improve the academic achievement of African-American and Hispanic students. An appendix lists Committee members, policies adopted by the Board in 1990, and other Board reports on undergraduate education. (Contains 19 references.)(DB)

ED 417 660 HE 031 116

Fiscal Year 1999 Higher Education Budget Recommendations. Capital Improvements.
PUB DATE- 98
NOTE- 96p.; See ED 403 856 for the 1998 recommendations and HE 031 115 for related 1999 recommendations.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - General (140)
DESCRIPTORS- Community Colleges; *Educational Facilities; Educational Facilities Planning; *Educational Finance; *Educational Technology; *Expenditures; Higher Education; *Long Range Planning; State Colleges; State Universities; Technological Advancement
IDENTIFIERS- *Illinois State Colleges and Universities

This report presents staff recommendations of the Illinois Board of Higher Education concerning budget recommendations for higher education capital improvements for fiscal year 1999. The report recommends funding for 33 projects at a total cost of $240.4 million including $31 million for technology enhancements, $189.4 million for regular capital projects, and $20 million for capital renewal projects. High priority is given to projects that promote the use of instructional technology, and improve existing facility and infrastructure resources such as the Illinois Century Network, a telecommunications backbone to provide high speed access to data, video, and audio communications for Illinois schools, libraries, colleges, and universities. Separate sections of text and data tables provide detail on overall capital budget recommendations, statewide initiatives, and the following specific institutions: Chicago State University, Eastern Illinois University, Governors State University, Illinois State University, Northeastern Illinois University, Northern Illinois University, Western Illinois University, Southern Illinois University at Carbondale, Southern Illinois University at Edwardsville, University of Illinois at Chicago, University of Illinois at Springfield, University of Illinois at Urbana-Champaign, Illinois Community Colleges, and the Illinois Mathematics and Science Academy. (DB)

ED 417 661 HE 031 117

Fiscal Year 1999 Higher Education Budget Recommendations. Operations and Grants.
PUB DATE- 98
NOTE- 105p.; See ED 403 857 for the 1998 recommendations and HE 031 116 for related 1999 recommendations.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Access to Education; Community Colleges; Costs; *Educational Finance; Educational Quality; Expenditures; Higher

that resources continue to be allocated disproportionately to research activities. Individual sections describe the study's background, survey development, responses of each group to key items, a comparison between self-perceptions and perceptions of others, other factors influencing perceptions, major academic areas/disciplines, and comments from respondents. Attachments provide detail on participating institutions and associations and the overall study's history. (DB)

ED 417 680 HE 031 137

Ehrenberg, Ronald G. Ed.
The American University: National Treasure or Endangered Species?
PUB DATE- 97
NOTE- 171p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Change Strategies; *College Role; *Educational Change; *Educational History; Futures (of Society); Graduate Study; Higher Education; Humanities; *Research Universities; *Role of Education; Sciences; Social Sciences; Technology; Undergraduate Study

This book of nine essays was written to honor Frank H. T. Rhodes, President Emeritus of Cornell University (New York) and addresses ways in which research universities can respond to current challenges. An introductory chapter, "The American University: Dilemmas and Directions" (Ronald G. Ehrenberg), identifies key issues raised in the following seven essays: (1) "No Limits" (William G. Bowen) which focuses on American research universities as vehicles of social mobility; (2) "Research Universities: Overextended, Underfocused, Overstressed, Underfunded" (Charles M. Vest) which looks at results of the breakdown of research partnerships between government and academia; (3) "Cognition, Character, and Culture in Undergraduate Education; Rhetoric and Reality" (Harold T. Shapiro) which finds that a wide gulf has always existed between educational ideals and what teachers and students actually experience; (4) "Graduate Students: Too Many and Too Narrow?" (Mary Anne Fox) which supports the need for a fundamental restructuring of doctoral programs; (5) "Prospect for the Humanities" (Hanna H. Gray) which notes that the humanities always seem to be in crisis; (6) "Prospect for Science and Technology" (Neal Lane) which stresses the need for academic scientists to connect with the society at large in light of decreased federal investment in research; and (7) "Prospect for the Social Sciences in the Land Grant University" (Urie Bronfenbrenner) which stresses the role of social scientists in keeping students informed about social problems (even in the absence of solutions). The final essay is the acceptance speech by Frank Rhodes who offers his ideas on what universities should do to avoid internal degeneration and respond to changing societal needs while still focusing on teaching, research, and scholarship. (DB)

ED 417 681 HE 031 138

Doidge, John; Hardwick, Bob; Wilkinson, Jenny
Developing Support and Allied Staff in Higher Education.
PUB DATE- 98
NOTE- 177p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)

DESCRIPTORS- *Academic Standards; *Computer Literacy; *Computer Science Education; Computer Software; Computer Uses in Education; *Educational Assessment; Grade 8; *Graduation Requirements; Secondary Education; State Programs; Tables (Data)

IDENTIFIERS- *North Carolina Test of Computer Skills

The North Carolina State Board of Education, as part of the Quality Assurance Program, established a computer proficiency requirement for students in grade eight for the 1996-97 school year and beyond in order to receive a North Carolina high school diploma. The first opportunity to meet the requirement is during the eighth grade. Passing the computer skills standard requires passing both the multiple-choice and performance tests. For the 1996-97 school year, 67.4% of the first-time test takers and 74.8% of all students who took the tests met the requirement. A higher percentage of females (79.1% for all females) than males (70.6% for all males) who took the test passed during the 1996-97 school year. There were wide disparities in performance among subgroups, with the Black (55.0% overall) and Hispanic (56.9% overall) subgroups having lower percentages passing than the Asian (81.6% overall) and White (84.4% overall) subgroups. There were also wide disparities in performance among the different categories of exceptionality. Approximately 33.5% of the students identified as limited English proficient who took the computer skills test met the requirement. The report includes graphs and tables illustrating results, sample questions and answers, and result data by county and region. (SWC)

ED 417 700 IR 018 766

Maushak, Nancy J. Ed.; Manternach-Wigans, Lynn, Ed.

Action Research: Addendum to the Encyclopedia of Distance Education Research in Iowa. Revised 2nd Edition.

PUB DATE- 97

NOTE- 62p.; For the second edition of the "Encyclopedia of Distance Education Research-Iowa", see ED 409 001.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reference Materials - General (130),Reports - Research/Technical (143)

DESCRIPTORS- *Action Research; Adult Education; *Computer Assisted Instruction; Computer Mediated Communication; *Distance Education; *Educational Research; *Educational Technology; Elementary Secondary Education; Higher Education; Instructional Innovation; Interaction; Program Development; Telecommunications

IDENTIFIERS- *Iowa

"Action Research" and the "Encyclopedia of Distance Education Research" (1994) are designed as resources for distance education research in Iowa, including information on developing, implementing, and administering distance education systems. This addendum containing an additional seven research studies includes the following papers: "Innovations in Volunteers for a Telecommunications Project," by Omalley Ehren Abel; "Distance Education Policy and Iowa Schools: A Survey of Administers," by Tom Clark and David Else; "An Investigation of Potential Access to Role Models for At-Risk Females Using the Iowa Communications Network," by Teresa J.K. Hall and Margaret Torrie; "A GED Math and Science Test Preparation Option: The Iowa Communications Network," by Lynn Reese; "A Study of the Motives and Factors Affecting Participation in Adult Distance Education Classes in an Iowa Community College: A Preliminary Report," by Roger J. Rezabek; "The Utility of Interactive Study

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Access to Information; *Community Information Services; Costs; Data Collection; Geographic Distribution; Government Role; Information Dissemination; Information Networks; *Information Policy; *Internet; Library Policy; *Library Role; *Public Libraries; Public Policy; Shared Library Resources; Strategic Planning; Telecommunications; World Wide Web
IDENTIFIERS- *Connectivity; *Information Equity; *Library Services and Technology Act 1996; *Universal Service (Telecommunications)

This report discusses selected issues regarding public library Internet connectivity, costs, and use. It discusses the implications of the "1997 Public Libraries and the Internet" study and presents policy recommendations related to the study's findings. This report suggests the importance of federal policy and library management in considering issues beyond simply connecting to the Internet. Questions about the unequal distribution of Internet connectivity, costs and provision of service across library population of legal service areas are raised. The 1997 Study used sample data from "Public Libraries in the United States: 1994," an annual public library data collection collaboration between the National Center for Education Statistics (NCES), National Commission on Libraries and Information Science (NCLIS), and state library agencies. The report examines 10 Federal Information Policies: "Reaching 100% Public Library Connectivity"; "Importance of Internet-Based Services Rather than Connectivity"; "Universal Service"; "Subsidizing Public Library Connection Costs"; "Public Access to Electronic Government Information"; "Effectiveness of the Library Services and Technology Act for Public Libraries"; "Complexity of Internet-Related Costs"; "Need for a New National Data Collection Paradigm"; "Role of the Federal Government"; and "Multiple Federal Public Library Policies and Programs". In addition, nine Public Library Policy Issues are discussed: "Thinking Locally in a Global Networked Environment"; "The Endless Upgrade"; "Focus on Network-Based Services"; "Identifying, Describing, and Defining Internet-Related Costs"; "Redeploying Library Resources"; "Comprehensive Internet Costs and Statistics Management"; "Performance Measures and Statistics for Networked Services"; "Resource Sharing"; and "New Models for Learning and Applying Internet Skills." (Contains 37 references.) (JAK)

ED 417 720 IR 056 945

Webber, Desiree; Corn, Dee Ann; Harrod, Elaine; Norvell, Donna; Shropshire, Sandy
Travel the Globe: Multicultural Story Times.
PUB DATE- 98
NOTE- 245p.; Illustrated by Sandy Shropshire.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Class Activities; Cultural Pluralism; Early Childhood Education; Educational Resources; Ethnic Studies; *Foreign Countries; *Global Education; Learning Activities;

(150)
DESCRIPTORS- Adult Education; *Adult Programs; *Career Counseling; Career Development; Corporate Education; *Counseling Services; Delivery Systems; Education Work Relationship; Informal Assessment; *Labor Force Development; Marketing; Outreach Programs; *Private Sector; *Program Development; School Business Relationship

The changing nature of the workplace is increasing recognition of the fact that employee career development is a lifelong process essential to the achievement and maintenance of a high-quality, competitive work force. Offering employees the opportunity to participate in growth and development programs that include career counseling, assessment, and planning components will enable them to maximize their potential within a company and take advantage of the opportunities available to them. The National Career Development Guidelines developed by the National Occupational Information Coordinating Committee in 1990 are excellent sources for business and industry human resource development specialists seeking to devise a career development approach for adults. Successful strategies for implementing employee career development programs include the following: employee career center; career information seminars; career development workshops; individual career counseling/coaching; self-help materials; and computerized career systems. Many companies use professional resources such as Job Training Partnership Act programs, vocational centers, community colleges, or state employment service offices. The following are among the components of successful employee career programs: outreach campaign; initial employee consultation; informal assessments; procedures for interpreting and communicating assessment results; career exploration; career decision making; career action plan development; referrals and support; and program marketing. (MN)

ED 417 273 CE 075 806

Smigiel, Heather
The Nexus between Education and Work: A Research Project and Its Practical Implications.
PUB DATE- 95
NOTE- 7p.; Paper presented at the International Convention for Education, Training, and Development (Port Douglas, Queensland, Australia, September 30-October 6, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; *Creative Dramatics; *Drama; Drama Workshops; *Education Work Relationship; Foreign Countries; Improvisation; *On the Job Training; Teaching Methods; *Vocational Education
IDENTIFIERS- Australia; *Drama in Education

A research project investigated the place of educational drama methodologies in the workplace and vocational education in Australia. Through a special study unit, 10 workplace trainers volunteered to be involved as part of their course of study. The unit spanned 5 months and included 5 days of workshops exploring educational drama methodology and theory. Data were collected from the following: "before" and "after" profiles that participants wrote; participants' response to a 4-day course exploring drama methodologies; trainers' journal entries as they implemented the drama methodologies; and interviews at the end of the project and 6 months later. Data analysis showed that learning emerged as a significant theme. The findings

The dynamics of a diverse work force characterized by organizational change, competition, and complex communication are increasing attention toward finding new ways of avoiding the costly and destructive outcomes of relationship dysfunctions. Litigation and legal negotiation are two of the most expensive ways of conflict resolution; and arbitration takes the power out of the hands of those in conflict. Conflict mediation, however, moves toward worker empowerment by involving mediators whose role is to help the parties negotiate their own resolution to a situation. Because most workplace conflicts will likely be repeated under new circumstances and in new situations, the goal of conflict management is to empower workers to resolve their own differences of opinion before those differences escalate into conflict. Because of the negative impact of conflict on worker creativity, efficiency, and productivity, many organizations are hiring conflict management specialists to train their employees in positives ways of resolving differences. Adult educators, educational administrators, health care and business professionals, and human resource managers are among those who are assuming new roles as leaders in conflict management. Among the techniques that have shown to aid acquisition of conflict management skills are the following: self-esteem training; drama and role playing; posters promoting conflict resolution; and teaming and in-team intervention. Contains an annotated bibliography of 21 print and Web-based resources. (MN)

ED 417 292 CE 075 975

Kerka, Sandra
Diversity Training. Trends and Issues Alerts.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reference Materials - Bibliographies (131)
DESCRIPTORS- Adult Education; Annotated Bibliographies; *Cultural Pluralism; *Diversity (Institutional); Educational Needs; *Interpersonal Competence; *On the Job Training; *Organizational Climate; Program Design; *Sensitivity Training; Trend Analysis; Work Environment

According to surveys of companies employing more than 100 workers, the number of companies with diversity training (DT) programs increased from 40% in 1992 to 50-56% in 1996. Motivations behind DT include compliance with legal mandates, fear of lawsuits, social justice, desire to expand into diverse markets, and overall organizational transformation. At the same time, a backlash against DT is arising that has been explained in terms of such factors as reaction to rapid social change, deep-seated prejudice, misunderstanding of diversity, and badly planned and implemented training programs. One core issue is lack of consensus regarding the meaning of diversity. To some, DT should be focused narrowly on those categories protected by law (race, gender, and disability), whereas others argue for a more inclusive definition encompassing age, educational level, family structure, job function, sexual orientation, ethnicity, and values. Effective DT programs start with an inclusive definition of diversity and clear objectives that are linked with organizational goals and that reflect employee involvement in design and top-level support. Effective DT programs also from training are discussed in part 2: eliminate barriers; set up individual and organizational learning strategies; get strategically aligned; and make a plan. The following ways of getting support for HRD activities are examined in part 3: look to employees for support; look to executive leaders for support; look to HRD offices for support; use outsourcing and collaboration; use the ideas of others; and keep an eye on the future. Endnotes and a list of quoted sources contain 53 citations. (MN)

ED 417 310 CE 076 032

Moore, Richard W.; Blake, Daniel R.; Honig, Michele L.; Cohen, Michael D.
Is the Price Right? An Analysis of ETP's Fixed Fees.
SPONS. AGENCY- California State Employment Training Panel, Sacramento.
PUB DATE- 97
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Comparative Analysis; Contracts; Cost Effectiveness; Costs; Educational Finance; *Employment Programs; *Fees; *Job Training; *State Aid; *State Programs; Vocational Education
IDENTIFIERS- Customized Training

The Employment Training Panel (ETP) contracted with California State University-Northridge to review the fixed fee structure ETP used to pay contractors for training provided under ETP. Three research questions were investigated: what other institutions use the fixed fee and what they pay for; whether ETP's fixed-fee rates were reasonable in comparison with rates charged by public and private entities; and whether use of one fee for both vendor and in-house training providers was reasonable. Researchers interviewed ETP executive staff, training managers in 15 other state-funded training programs, and training managers in manufacturing firms; analyzed an extensive training program in Illinois; and conducted a pricing survey of private for-profit training providers and higher education institutions. They found no identical fixed-fee models for state-training programs, but ETP's fixed fee appeared to be substantially below the costs of training in a similar Illinois training program. ETP's fixed fee was below the median price for the larger training market; was higher than the median market price in some areas of training and below it in others; and was generally lower than fees charged by private for-profit training providers and generally higher than fees charged by higher education institutions. Of five policy options generated, the project recommended that ETP establish a two-tiered price, a higher price for customized training and a lower price for uncustomized training. (Appendixes include summaries of the state survey and interviews with inhouse trainers.) (YLB)

ED 417 311 CE 076 034

North Carolina Trend Data for Program Years 1992-1993, 1993-1994, 1994-1995, 1995-1996, 1996-1997. Performance Report.
PUB DATE- 97
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)

which industry leaders can no longer overlook negative effects originating from past Taylorist and autocratic organizational structures. Corporate leaders are exploring innovative methods to change their organizations from the Taylorist model to workplace environments that foster worker participation, decision-making, teamwork, and learning. Taylor's scientific management theory uses scientific observation to analyze human movement and restructure the workplace so that the minimum effort produces the maximum production. Organizations have attempted to improve their efficiency through humanist motivational models (Mayo, Hertzberg, Rumberger) and have sought ways to adapt the successful Japanese ideologies into Western culture. They are exploring ways to restructure and strengthen their enterprises by implementing the following Japanese models: operator responsibility for quality, continuous improvement, quality circles, statistical process control, design for manufacture, set-up time reductions, just-in-time production, total quality control, cellular manufacture, and kanban materials control. The adaptation of concepts from Japanese culture has initiated a more horizontal organizational structure--a managerial structure that requires holistic systems thinking, continuous learning and improvement, shared knowledge and purpose, employee and work team autonomy over their jobs, and collective participation in decision making. (Contains 29 references.) (YLB)

ED 417 330 CE 076 068

Fusch, Gene E.
The Latent Factor--An Impetus for Employer Provided Education.
PUB DATE- 97
NOTE- 19p.; Paper presented at the Annual International Conference on Post-Compulsory Education and Training (5th, Brisbane, Queensland, Australia, November 26-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education; Adult Education; Blue Collar Occupations; Educational Economics; *Educational Opportunities; Employee Attitudes; Employer Attitudes; *Employer Employee Relationship; Fringe Benefits; *General Education; Human Capital; Human Resources; Individual Needs; Industry; *Labor Force Development; Learning Motivation; Lifelong Learning; *Partnerships in Education; Productivity; *School Business Relationship; Theories
IDENTIFIERS- Expectancy Theory

A new phenomenon is emerging: companies are diverging from human capital theory by providing employees a general education in addition to specific training at the workplace. Blue collar workers often do not pursue higher education due to perceived lack of opportunities. If an employer provides educational opportunities, blue collar workers may experience a shift in mind and attitudinal change. Vroom's expectancy-valence theory explains workers' participation in education opportunities at the workplace: they believe participation will have certain desirable consequences (expectancy) and they conceive of participation as a means to satisfy their needs (valence). Evidence suggests that providing blue collar workers with opportunities for a general education at the workplace will reduce workers' perceived barriers for participation and provide a rationale for participation with expected outcomes. Innovative education and industry partnerships have (awareness raising and information giving; tutor development, teaching skills and understanding, action research, and development of business support staff); a case study from Lambeth College; outcomes of retention strategies at 14 FE colleges; and other major elements of successful staff development for student retention (rolling programs of teacher education and induction; courses to develop specialist skills; tutor development programs; peer observation, feedback, mentoring, and coaching; professional support and leadership from curriculum managers; and systematic teacher development programs to address local priorities). Eleven figures are included. The bibliography contains 52 references. (MN)

ED 417 348 CE 076 109

Teacher Learning in the Workplace and Community.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 98
NOTE- 86p.; Publication of the 1996-1997 Teacher Education Initiative Project.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *Education Work Relationship; Educational Change; *Educational Opportunities; *Educational Practices; Educational Resources; Educational Technology; Environmental Education; Global Approach; High Schools; Internship Programs; Learning Strategies; Models; Partnerships in Education; *Professional Development; Program Development; Program Effectiveness; School Business Relationship; *Teacher Improvement; Two Year Colleges; *Vocational Education

This document contains nine papers: four briefs that provide ideas, examples, and resources for practitioners, administrators, and policymakers interested in promoting teacher learning in the workplace and the community and five case studies that illustrate best practices and models for conducting professional development programs for teachers in school-to-work programs. The following papers are included: "Changing Work, Changing Learning: The Imperative for Teacher Learning in Workplaces and Communities" (L. Allen Phelps); "Innovative Professional Development Opportunities: Key Elements for Successful Development" (Victor Hernandez-Gantes); "Educator Internship Programs: Providing a Quality Learning Experience" (Thomas Sargent, Judy Ettinger); "The Use of Professional Development Schools to Inform Educators about the School-to-Work Initiative" (Christine Maidl Pribbenow); "Professional Development in Support of School-to-Work (Jackson-Hillsdale Counties, Michigan)" (Christine Maidl Pribbenow, Thomas Sargent); "Montpelier High School: Restructuring the Educational Experience (Montpelier, Vermont)" (Christine Maidl Pribbenow, Thomas Sargent); "Bringing the World into the Classroom: Business-Education Compact (Portland, Oregon)" (Christine Maidl Pribbenow, Thomas Sargent); "The Advanced Technology Environmental Education Center: A Global Effort" (Bettendorf, Iowa)" (Thomas Sargent, Christine Maidl Pribbenow, Francisco Castelan); and "Building and Sustaining a Commitment to Improving Learning through Staff Development: The Miami-Dade Community College Journey (Miami, Florida)" (George H. Copa). Most papers include substantial bibliographies. (MN)

ED 417 349 CE 076 110

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- At Risk Persons; *Caregiver Child Relationship; Caseworkers; Child Caregivers; Elementary Secondary Education; Family Programs; *Foster Care; *Foster Family; *Grief; Program Descriptions; Public Policy; Social Services

Loss is a common theme of family protection work and particularly of foster care. Ways in which foster families can deal with loss are explored. It is designed to accompany a one- or two-day training course and uses a strategy of collaborative learning for caseworkers and foster parents. The course explores loss and grief through role play, small group experiences, group discussion and individual activities such as journaling. The topics addressed here are: (1) Why do we need to understand, with tips on how to turn loss and grief into gain; (2) Losses related to foster care, which discusses losses experienced by parents and children; (3) The normal grief process, which introduces the mechanism of grief and reviews its manifestations in different persons; (4) Components of the grief process, which presents a model for grief work; (5) Variables affecting the grief process, such as situational and interpersonal variables as related to placement of the child; (6) Barriers to resolving one's grief, which explores resolution of grief and healing. Training includes exercises for self discovery. Manual includes detailed instructions for trainers, training competencies and learning objectives list, many charts and illustrations, a resource bibliography, and an evaluation form. (EMK)

ED 417 368 CG 028 339

Schatz, Mona Struhsaker; Denmark, Larry
Alcohol and Substance Abuse: Confronting Difficult Families. A Specialized Training Program Designed To Enhance the Competency of Caseworkers, Adoptive & Foster Parents.
SPONS. AGENCY- Colorado State Dept. of Human Services, Denver. Div. of Child Care.
PUB DATE- 96
NOTE- 92p.; For related documents, see CG 028 338 and CG 028 340.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Alcoholism; Caseworkers; Child Caregivers; *Drug Addiction; Elementary Secondary Education; Family Problems; Family Programs; *Family Relationship; Foster Care; Intervention; Parent Child Relationship; Professional Training; Social Services; *Substance Abuse

Addressing the complexities of families facing substance abuse can help caseworkers in assessment and treatment-planning activities. Some basic information and skills that caseworkers and foster care parents can use in the assessment of addiction and treatment-planning decisions are presented in this training manual. The manual and training program builds upon earlier "Fostering Families" training programs in this area. The topics covered include: (1) Meeting the new client and the role of the practitioner; (2) The disease model of addiction, which outlines the specific effects of alcohol, various drugs, and their interactions with alcohol; (3) Assessment of addiction, including assessment tools for use with adults and adolescents;

PUB DATE- 97
NOTE- 363p.; Foreword by Richard Lederer.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Educational Games; Learning Activities; Phoneme Grapheme Correspondence; Puzzles; *Spelling; *Vocabulary Development; *Vocabulary Skills
IDENTIFIERS- *Word Games; Word Knowledge

This collection of palindromes, pangrams, acrostics, word squares and word ladders, visual and numerical puzzles, silly names, and much more is designed to delight, surprise, and challenge both the novice and the expert player of word games. It uses the metaphor of a busy, cosmopolitan city to showcase three facets of words: forms of letters, combinations of sounds, and bearers of meaning. The collection contains a wide range of wordplay, from traditional to new forms. Chapters correspond to the letters of the alphabet. Most chapters focus on wordplay form (i.e., Chapter D, Pun Freeway), literary form (i.e., Chapter M, Story Row), or specific content (i.e., Chapter L, Numeric Overpass). Each chapter is made up of smaller sections, but sometimes the same section could fit into different chapters; for various reasons, some chapters are longer than others--either because of the complexity of the topic or the availability of the material. An afterword discusses mathematics and wordplay. (NKA)

ED 417 388 CS 013 120

Mack, Carol; Tama, M. Carrol
Case Studies as a Means of Exploring Preservice Teachers' Use of Content Area Literacy Strategies in Their Subject Area Fieldwork.
PUB DATE- 97
NOTE- 18p.; Paper presented at the Annual Meeting of the National Reading Conference (47th, Scottsdale, AZ, December 3-6, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Case Studies; *Class Activities; Classroom Environment; *Content Area Reading; Higher Education; Metacognition; *Preservice Teacher Education; *Preservice Teachers; Reading Research; *Reading Strategies
IDENTIFIERS- Students as Subjects

The goals of this study were to explore how preservice students' use of content area strategies could inform teacher education, to determine what the student teachers learned by implementing content area literacy strategies and completing case studies, and to determine if case studies promoted the use of strategies in fieldwork. Subjects, 24 secondary school preservice teachers, completed case studies as a major assignment for their graduate content area literacy class. Case studies were analyzed to determine the breadth of strategies used and to determine emerging patterns. Two main categories emerged from the data: Metacognitive Check on Teaching included comments that reflected student teachers' abilities to examine their own teaching; and Diagnostic Awareness of Students' Abilities, which involved statements reflecting their awareness and monitoring of their students' abilities through the process of completing their case study. Results also indicated that the

ED 417 406 CS 216 222

Martin, Christine, Ed.; Bentley, Chantelle, Ed.
Poet's Market, 1997: Where & How To Publish Your Poetry.
PUB DATE- 96
NOTE- 594p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Creative Writing; Information Sources; Marketing; *Poetry; *Poets; *Professional Development; *Publishing Industry; Resource Materials; *Writing for Publication
IDENTIFIERS- Literary Magazines; Writing Contests

This directory provides 1700 listings and evaluations of poetry publishers--300 more than in the previous edition--along with complete submission and contact information. Listings include both domestic and international markets, from mass circulation and literary magazines to small presses and university quarterlies, and contain complete profiles of each organization. The directory also offers informative articles which look at market trends, including the increased interest in poetry and what it means for publishing opportunities, and which discuss the business of publishing, with information on cover letters, simultaneous submissions, and more. The directory also contains interviews with celebrated poets. The directory begins with general information, including a "how-to-use-this-book" section and then is divided into sections entitled: The Markets and Resources. Four focused indexes conclude the directory. (NKA)

ED 417 407 CS 216 225

Grades K-2 Literacy Assessment. Typed Text for Summative Narrative Booklist.
PUB DATE- 97
NOTE- 167p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Formative Evaluation; *Oral Reading; Primary Education; *Reading Achievement; Reading Strategies; Spelling; Summative Evaluation; Writing Achievement
IDENTIFIERS- *Narrative Text

This manual contains typed texts for each level of the Summative Booklist for Narrative Texts. The 38 typed texts are included for use with running records and oral reading strategies analysis. Each form and/or procedure is accompanied by specific explanations, directions, and where appropriate, examples to guide usage. The manual is intended to be a process for formative and summative assessment for Grades K-2 providing for documentation of students' growth over time as well as on-demand task performance. Attached is a spelling and writing continuum summative profile, a reading continuum summative profile, and a reading documentation form. (RS)

ED 417 408 CS 216 229

Piccirillo, Jean B.
Daily Journal Writing and Its Influence on Phonics Development in Kindergarten.
PUB DATE- 98
NOTE- 45p.; M.A. Research Project, Kean University.

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication Research; *Conflict Resolution; Higher Education; *Interpersonal Communication; *Organizational Communication; Personality Traits; *Problem Solving; Social Behavior; Undergraduate Students; Work Experience
IDENTIFIERS- *Communicative Adaptability; Communicator Motivation; Conflict Management Style; Supervisor Subordinate Relationship

This study investigated subordinates' choice of conflict strategies and communicative adaptability when interacting with their supervisor. In particular, participants were asked to recall their summer work experience while completing the Organizational Communication Conflict Instrument (OCCI) (Putnam & Wilson, 1982) and the Communicative Adaptability Scale (CAS) (Duran, 1983) in order to find out if those who are more adaptive use different strategies in organizational conflict situations. Subjects were 111 female and 36 male students of an undergraduate communication course at a midwest, four-year university. Participation was anonymous. Results indicated that those who are more communicatively adaptive tend to use nonconfrontational strategies while those who are less adaptive tend to use more control strategies. Findings emphasize the importance of having a large behavioral repertoire of skills available to choose from when needed. (Contains a table of data and 56 references.) (Author/CR)

ED 417 429 CS 509 765

Schumacher, Bradley K.; West, Daniel V.; Angell, Lance R.
Assessing Knowledge and Cognitive Skills.
PUB DATE- 97
NOTE- 55p.; Paper presented at the Annual Meeting of the National Communication Association (83rd, Chicago, IL, November 19-23, 1997).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Measurement; Cognitive Tests; *Communication Skills; Higher Education; *Learning; Test Construction; *Test Reliability; *Test Validity; Testing; *Thinking Skills; Undergraduate Students
IDENTIFIERS- Kent State University OH; National Education Goals 1990

This paper reports on an assessment of the cognitive skills section of the "Test of Communication Knowledge." The test was designed by Dr. Rebecca B. Rubin to evaluate learning by undergraduate communication majors in the School of Communication Studies at Kent State University (Ohio). In particular, the test is based on a set of communication skills identified as important by a panel of educators, employers, and policy makers and comes from a project designed to meet National Education Goal 5.5, which demands the identification of speaking, listening, writing, and critical thinking skills that should be possessed by college graduates (Jones, 1994). The primary concern in this paper was the general reliability and validity of the cognitive skills section of the test. However, the item discrimination index was used to assess the ability of a test question to discriminate between those who did well on the exam from those who did not do well (i.e., between an expert group and a novice group). Preliminary endnotes. (NKA)

ED 417 448 CS 509 790

Proceedings of the Annual Meeting of the Association for Education in Journalism and Mass Communication (80th, Chicago, Illinois, July 30-August 2, 1997). Addenda II.
PUB DATE- 97
NOTE- 435p.; For other sections of these Proceedings, see ED 415 532-551 and CS 509 789.
LANGUAGE- English
EDRS Price- MF01/PC18 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Research/Technical (143)
DESCRIPTORS- Advertising; Broadcast Journalism; *Foreign Countries; Higher Education; *Journalism History; *Mass Media Role; *News Media; *Periodicals; Political Issues
IDENTIFIERS- Media Bias; *Media Coverage; Media Government Relationship

The 16 papers in the second part of the Addenda to this proceedings are: (1) "Catching a Glimpse of Hegemony: The Covers of 'Life' Magazine during the Gulf War" (Brian B. Feeney); (2) "'Cohen v. San Bernardino Valley College': Employee Speech or Academic Freedom" (Nancy Whitmore); (3) "'New York Times'' Use of Symbolism in Foreign Conflict Reporting: The Case of the Eritrean War (1962-1991)" (Meseret Chekol); (4) "The Price of Iconoclasm: The Correspondence of E.W. Scripps and Frank Harris Blighton during Arizona's Pursuit of Statehood" (Michael S. Sweeney); (5) "Perceptions of Newspaper Bias in a Local Environmental Controversy" (Katherine A. McComas; Clifford W. Scherer; Cynthia Heffelfinger); (6) "Does Liberalization Lead to Greater Competition? The Case of Indian Telecommunications" (Kalyani Chadha); (7) "Effects of Citation in Exemplifying Testimony on Issue Perception" (Rhonda Gibson and Dolf Zillmann); (8) "My Brother's Keeper?: Publisher Liability and the Regulations of the Fair Housing Act on Discriminatory Housing Advertising" (Robert Meeds); (9) "How Objective Were the Broadcast Networks and CNN during the Persian Gulf Crisis?" (Robert A. Pyle and Robert E. Wicks); (10) "The Impact of Media Ownership--How Time and Warner's Merger Influences 'Time's' Content" (Tien-tsung Lee and Hsiao-Fang Hwang); (11) "Affirmative Action and Racial Identity in the O.J. Simpson Case" (Kimberly A. Neuendorf; David Atkin; Leo Jeffres; Alicia Williams; Theresa Loszak); (12) "Moving to the Center: Press Coverage of Candidates' Ideological Cleavage in a Campaign" (Tien-sung Lee and Anthony Y.H. Fung); (13) "A Limbo of Ambiguity: The Editorial Rights of State-Owned Licensees" (Laura E. Johnson; (14) "Magazines in Capitalist Russia: Impact of Political and Economic Transitions" (Leara Rhodes); (15) "The Gratifications of Pager Use: Fashion, Sociability and Entertainment" (Louis Leung and Ran Wei); and (16) "The Construction of the News: A Survey of the Italian Journalists" (Andreina Mandelli and Francesca Gardini). Contains references and endnotes. (NKA)

ED 417 449 CS 509 791

Jackson, Ina; Carifio, James; Dagostino, Lorraine
The Effect of Diagnostic and Prescriptive Comments on Revising Behavior of Community College Students.
PUB DATE- 98
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.

Foreign Countries; Government School Relationship; School Administration; *School Policy; *Secondary Education; Special Education; Teacher Evaluation
IDENTIFIERS- *Cyprus

This report examines the state of secondary education in Cyprus. It opens with the historical and political background of Cyprus and the system of administration and management under which the country operates. The financing and expenditure involved with education is discussed, as are the aims and content of secondary education. The educational structure is explored in detail along with the timetable of secondary education. Overviews are also offered of secondary technical and vocational education and special education. The secondary curriculum is summarized followed by an explication of the tasks of the pedagogical institute, including a look at inservice training and educational research. Teacher evaluations, the methods for appointing teachers, teachers' working conditions, and how teachers are promoted are also covered. Some of the educational innovations and reforms are described, and Europe's focal position in the curricula of education in Cyprus is examined. The report closes with a description of problems and difficulties, such as the need for improving school buildings. (RJM)

ED 417 469   EA 028 930

Karlsson, Jenni
Partnerships in Current Government Education and Training Policy and Practice.
PUB DATE- 97
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Cooperative Programs; *Educational Change; Educational Environment; Educational Improvement; *Educational Innovation; Elementary Secondary Education; Foreign Countries; *Partnerships in Education; School Administration; *School Community Relationship; School Policy
IDENTIFIERS- *South Africa

Partnerships between the South African state and nonstate sectors have become a strategic element in the implementation of education policy. Six policy texts, as exemplars of state support for partnerships, are presented. The notion of partnership is used in a theoretical way so as to suggest reasons for governmental support in the context of contemporary South African education and training. The "White Paper on Education and Training," which proclaimed the pivotal role of partnerships, is briefly discussed followed by some etymological and theoretical insights on partnerships, including the nature of informal partnerships; formal partnerships; post-agreement, formalized partnerships; and statutory partnerships. Ways in which partnerships can be configured are described, as are the reasons for entering into a partnership, such as the inclusion of other stakeholders. The power in partnerships is also detailed as is how such relationships many times are not equitable. Some examples of partnerships currently in effect are provided, followed by a list of factors that limit effective partnerships. The most significant step that will release the potential for partnerships in South African education is to develop procedural guidelines for establishing such associations. (RJM)

ED 417 470   EA 028 931

gauge their success, some benchmarks that diocesan, elementary and secondary school boards, commissions, and councils can use are presented here. The information was gathered through surveys, the results of which are coupled with examples and stories from the field. The information is presented in six chapters. A historical overview of Catholic Education Boards is followed by some of the characteristics of diocesan and local boards, such as board structure, board authority, board size, board chairperson, and other information. No matter their makeup, all boards have activities and responsibilities that are discussed in the next chapter. Areas focused upon include accountability, areas of responsibility, main achievement, and training. Following a description of the makeup and responsibilities of these boards, the effectiveness of these groups is characterized. Perceived effectiveness, predictors of perceived effectiveness, the ownership of issues, effective committees, effective communication, and factors leading to main achievements are all discussed. Finally, some benchmarks of excellence and practical applications for elementary and secondary school boards and for diocesan boards are profiled. Thirty appendices (covering more than half of the book) contain survey methodology, board member profiles, and other information. (RJM)

ED 417 490 EA 028 963

U.S. Department of Education FY 1999 Annual Plan. Volume 1: Objective Performance Plans and Data Quality.
PUB DATE- 98
NOTE- 133p.; For volume 2 of this plan, see EA 028 964.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; Budgeting; *Educational Finance; Educational Technology; Elementary Secondary Education; Evaluation; *Evaluation Criteria; Higher Education; *Performance Factors; *School Accounting; *School Funds; Special Education; Vocational Education
IDENTIFIERS- *Department of Education; Goals 2000

The Government Performance and Results Act of 1993 called for the U.S. Department of Education to prepare an Annual Performance Plan which links the Department's budget request with its Strategic Plan. To meet that directive, Volume 1 of the Department's Strategic Plan for 1999 is presented here. It includes objective performance plans and shows how the Department's budget request aligns budgetary and other programmatic and management resources so as to help reach Strategic Plan goals and objectives. The Plan includes 4 goals and 22 objectives. The primary goals are: (1) help all students achieve high academic standards; (2) build a solid foundation for learning; (3) ensure access to postsecondary education and lifelong learning; and (4) make the Department a high-performance organization by focusing on results, service quality, and customer satisfaction. To reach these goals some key management reforms are included in the Plan, such as improved customer service, partner flexibility, an up-to-date knowledge base, skill improvement, highly skilled employees, student educational objectives, responsive management, and financial integrity. The volume also details how performance data will be verified and validated and how the Plan will be coordinated with other federal agencies. (RJM)

ED 417 491 EA 028 964

community skills (child-level skills and competence in integrating their work with the broader community). Implications for policy and preservice/inservice training are drawn. An appendix provides profiles of each of the six case service providers. (Contains 35 references.) (DB)

ED 417 509 EC 306 250

McWilliam, Robin; Tocci, Lynn; Sideris, John; Harbin, Gloria
Using and Providing Services: Case Studies in Early Intervention.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 98
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Black Mothers; Case Studies; Community Services; *Delivery Systems; *Disabilities; *Early Intervention; *Family Programs; Infants; Integrated Services; Mother Attitudes; Preschool Education; Questionnaires; Self Evaluation (Individuals); Surveys; Toddlers
IDENTIFIERS- African Americans; *Case Management; Service Providers; *Service Utilization

A case study approach was used to examine the complexities of service utilization in early intervention with infants, toddlers, and young children with disabilities. Seventy-two families of children (ages birth to 4) participating in nine early intervention programs in three states (Colorado, North Carolina, and Pennsylvania) and their service providers completed a self-report questionnaire and were interviewed. In addition, documents (the Individualized Family Service Plan or the Individualized Education Program and the latest assessment report) were analyzed. Results are reported in terms of families' service use and professionals' provision of services, including family characteristics, family-service provider relationships, African American mothers, support families received, families' reflections, and service providers' reflections. Overall, findings suggest that professionals' provision of services reflects: (1) a predominant child versus family orientation; (2) a generally positive approach to families; (3) a disjointed and segregated way of working with other professionals; (4) reasonably effective coordination of existing services; (5) poor provision of information about resources outside the formal early intervention/preschool programs; (6) a heavy reliance on therapists; and (7) dependence on direct, hands-on treatment for short periods. (Contains 28 references.) (DB)

ED 417 510 EC 306 251

Kochanek, Thomas T.; McGinn, Jane; Cummins, Catherine
Beyond Early Intervention: Utilization of Community Resources and Supports by Families with Young Children with Disabilities.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 98
NOTE- 63p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Community Resources; *Community Services; Day Care Centers; *Disabilities; *Early Intervention; Family

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Behavior Problems; *Discipline; Educational Environment; Educational Legislation; Educational Policy; Elementary Secondary Education; Equal Education; Models; *Nontraditional Education; Policy Formation; Program Implementation; *Special Schools; *Therapeutic Environment

This policy brief discusses legislative efforts to create separate, alternative schools for students with behavior problems. The first section of the brief identifies the following three problems with placing disruptive students in alternative schools: (1) a focus on problem students may obscure or ignore real problems in the educational system; (2) programs that target individuals divert resources from everyone else; and (3) a focus on problem students may threaten system equity by segregating poor students, students with disabilities, and minority students in alternative programs. The second section of the paper examines the focus of three different types of alternative schools: educational, disciplinary, or therapeutic. The need for schools to understand what they are trying to accomplish in order to plan and implement program strategies is discussed. Practitioners are warned that a punitive purpose may cause schools to adopt ineffective models for improving learning or behavior and jeopardize system equity and excellence. A chart illustrating implementation issues by school type is provided. The final section of the paper discusses key criteria for developing a school climate that contributes to disciplined learning environments. Questions are provided to help clarify whether legislation is accomplishing intended goals. (Contains 44 references.) (CR)

ED 417 529 EC 306 271

Interim Alternative Educational Settings for Students with Disabilities Involved in Disciplinary Actions. Policy Forum Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 98
NOTE- 62p.; Prepared by Project FORUM (Chandler, AZ, October 18-20, 1997).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agency Cooperation; *Behavior Problems; Classroom Techniques; *Disabilities; Discipline; *Discipline Policy; Educational Legislation; Elementary Secondary Education; Expulsion; Family Involvement; *Nontraditional Education; Prevention; Program Costs; Program Effectiveness; Program Implementation; *Special Schools; *Student Placement; Suspension
IDENTIFIERS- Individuals with Disabilities Education Act Amend

This document is the report of a policy forum on interim alternative educational settings for students with disabilities involved in disciplinary actions. The report summarizes outcomes of discussions on the following topics: (1) purpose and goals of the interim alternative educational setting; (2) components of interim alternative educational settings required by the 1997 amendments of the Individuals with Disabilities Education Act (Sec. 615 (k)); (3) components/features of effective alternative programs; (4) interagency collaboration;

Improving Communication between Parents and Teachers: Promoting Effective Intervention for Students with Disabilities.
PUB DATE- 98
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Communication Skills; *Disabilities; Educational Legislation; Educational Planning; Educational Policy; Elementary Secondary Education; Guidelines; *Individualized Education Programs; *Interpersonal Communication; *Parent Participation; Parent School Relationship; *Parent Teacher Conferences; *Parent Teacher Cooperation

This paper discusses the importance of teachers and parents of students with learning disabilities working together to ensure that students' educational programs are appropriate and address their specific needs. It provides guidelines aimed at fostering positive teacher-parent relationships by discussing recent legislative mandates and current policy issues. It also addresses methods of positive and constructive communication and issues related to interaction between parents and teachers which should promote successful home-school partnerships. Recommended teacher strategies include: (1) explaining the class goals and objectives at the first meeting and inviting parents to share any relevant information that would help the teacher to understand the child; (2) preparing for teacher parent conferences and finding a mutually convenient time; (3) providing enough time to devote to the conference and providing a comfortable meeting room; (4) arranging seating so that all parties are perceived to be equal; (5) using clear terminology; (6) setting an agenda that is structured but still flexible; (7) encouraging parents to discuss any problems they or their children are experiencing; (8) ensuring that all parties know their rights; (9) being cognizant of cultural differences; and (10) involving students in the planning process as much as possible. (Contains 47 references.) (CR)

ED 417 548 EC 306 294

Calhoun, Mary Lynne; Rose, Terry L.; Prendergast, Donna
Charlotte Circle Outreach. Final Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC. Early Education Program for Children with Disabilities.
PUB DATE- 94
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Caregiver Child Relationship; Cues; Delivery Systems; *Disabilities; *Early Intervention; Infants; *Interpersonal Communication; *Interpersonal Competence; Models; *Parent Child Relationship; Parent Education; *Parent Participation; Parenting Skills; Preschool Education; Program Effectiveness; Toddlers
IDENTIFIERS- Individuals with Disabilities Education Act Part H; North Carolina (Charlotte)

This final report details the activities of the Charlotte Circle Outreach, a program designed to provide technical assistance and training to early intervention programs offering services to infants and young children with substantial disabilities,

Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Confidentiality; *Court Litigation; *Disabilities; *Due Process; Educational Legislation; Elementary Secondary Education; *Federal Legislation; *Hearings; Special Education; State Legislation; *Student Rights
IDENTIFIERS- Amendments; Arizona; Education Amendments 1974; *Individuals with Disabilities Education Act; Individuals with Disabilities Education Act Amend; Individuals with Disabilities Education Act Part B; Rehabilitation Act 1973 (Section 504)

Designed for special education due process hearing officers in Arizona, this manual is intended to provide a reference system for accessing and understanding state and federal laws, regulations, case-law, and policy with respect to the education of students with disabilities. Sections of the manual include: (1) a glossary of terms and a chart that outlines the steps of the special education process; (2) an outline of the new statutory changes in the Individuals with Disabilities Education Act (IDEA) reauthorized in 1997; (3) procedural issues in due process hearings; (4) the relationship between Section 504, the IDEA, the Americans with Disabilities Act, and regular education; (5) guidelines for conducting a due process hearing, including a pre-hearing conference checklist and questions and answers on hearings; (6) how to write findings of fact and conclusions of law; (7) IDEA legislative language; (8) IDEA 1993 federal regulations for Part B; (9) questions and answers on Individualized Education Programs; (10) Arizona revised statues relating to special education; (11) federal regulations for the Family Education Rights and Privacy Act; (12) federal regulations concerning education under Section 504 of the Rehabilitation Act; (13) special education court cases; and (14) sample letters and forms. (CR)

ED 417 566 EC 306 313

Neuwirth, Sharyn
Autism. Decade of the Brain.
PUB DATE- 97
NOTE- 64p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescents; Adults; *Autism; Behavior Modification; Children; *Clinical Diagnosis; Coping; Disability Identification; *Educational Strategies; Elementary Secondary Education; *Etiology; Individualized Education Programs; Infants; Interpersonal Competence; *Intervention; Medicine; Mental Retardation; Seizures; *Symptoms (Individual Disorders)
IDENTIFIERS- Fragile X Syndrome

This booklet provides an overview of autism and discusses strategies for living and working with children with autism. The first section of the guide, "Understanding the Problem," addresses the characteristics of autism, including social symptoms, language difficulties, repetitive behaviors and obsessions, sensory symptoms, and unusual abilities; how autism is diagnosed, including diagnostic procedures and diagnostic criteria; causes of autism; and disorders that commonly accompany autism, such as mental retardation, seizures, and Fragile X syndrome. Descriptions of children with autism illustrate the different profiles of autism, and charts show indicators of normal development and the differences in the

Bibliographie Moderner Fremdsprachenunterricht (Bibliography of Modern Second Language Instruction), 1997.
PUB DATE- 97
NOTE- 566p.
LANGUAGE- German
EDRS Price- MF02/PC23 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Educational Research; Foreign Countries; Information Sources; *Instructional Materials; Modern Languages; *Reference Materials; *Second Language Instruction; Second Language Learning; *Second Languages; *Teaching Methods

This document consists of the four issues of this periodic bibliography published during 1997. All items listed are related to second language instruction and include recently-published resource materials, instructional materials, and literature on instructional methods and techniques, including research. Each citation contains basic bibliographic material (author, title, source, publication data, language targeted, indexing terms, and a description of the content). Citations are entirely in German, although materials in languages other than German are cited. Subject and author indexes are included in each bibliography issue. A list of periodicals covered and their publishers is also included. (MSE)

ED 417 585 FL 025 087

Matthey, Marinette, Ed.
Contacts de langues et representations (Language Contacts and Representations).
PUB DATE- 97
NOTE- 132p.
LANGUAGE- French
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Classroom Communication; Code Switching (Language); Foreign Countries; Immigrants; *Language Attitudes; Language of Instruction; Language Research; *Language Role; Linguistic Theory; Political Influences; Second Language Instruction; *Second Languages; *Social Bias; Sociolinguistics; Stereotypes
IDENTIFIERS- *Language Contact

Essays on language contact and the image of language, entirely in French, include: "Representations 'du' contexte et representations 'en' contexte? Eleves et enseignants face a l'apprentissage de la langue" ("Representations 'of' Context or Representations 'in' Context? Students and Teachers Facing Language Learning" (Laurent Gajo); "Le crepuscule des lieux communs, ou les stereotypes entre consensus, certitude et doute" (The Dawn of Common Places, or the Stereotypes Between Consensus, Certainty, and Doubt" (Cecilia Oesch-Serra, Bernard Py); "'Et si on hachait un peu de paille'--aspects historiques des representations langagieres" ("And If We Chopped a Little Straw'--Historical Aspects of Language Image") (Marion Perrefort); "Alternance des langues en classe: pratiques et representations dans deux situations d'immersion" ("Code Switching in Class: Practices and Representations in Two Immersion Situations") (Marinette Matthey, Daniele Moore); "Representations sociales et politique linguistique. Le cas du Val d'Aoste" ("Social Representations and Linguistic Policy. The Case of the Val d'Aoste") (Marisa Cavalli); and "Integration ou segregation des immigrants? Pratiques plurilingues d'un pays officiellement monolingue: l'Andorre" (Integration or Segregation of Immigrants? Multilingual

Current Events; Difficulty Level; *French; Geography; *Information Seeking; *Internet; Monetary Systems; Museums; Research Skills; Research Tools; Second Language Instruction; Secondary Education; *Spanish; Tourism; Travel; Weather; *World Wide Web

A series of both daily classroom activities and a long-term assignment in which secondary school language students actively use the Internet and the World Wide Web are described. Class activities target each of three proficiency levels (beginner, intermediate, advanced). They include having students check the weather, check out major products/industries/monuments of a region or city, convert currencies, choose a hotel and place to visit, research a specific historical figure/author/cultural event, report on current events, and visit a city or museum. The longer-term assignment involves having students work in pairs to plan all the details of a trip to a French- or Spanish-speaking country. Specific aspects of this assignment are outlined. Web sites for both French and Spanish language sources are listed, and several search engines are suggested. (MSE)

ED 417 604 FL 025 127

Brown, H. Douglas
A Practical Guide to Language Learning: A Fifteen-Week Program of Strategies for Success.
PUB DATE- 89
NOTE- 87p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Anxiety; Brain Hemisphere Functions; Cognitive Style; Communication Apprehension; Cooperative Learning; Cultural Awareness; Educational Objectives; Error Patterns; Goal Orientation; *Interference (Language); Introductory Courses; Language Aptitude; *Learning Strategies; *Neurolinguistics; Risk; *Second Language Learning; *Second Languages; Self Esteem; Transfer of Training

This guide is designed to provide beginning foreign language students with a general guide to language learning success, and to accompany second language textbooks. An introductory section is addressed to both teachers and students. The first chapter proposes that language learners can take charge of their own language learning experience. Chapter 2 encourages learners to set their own personal goals for learning. Chapters 3, 4, and 5 emphasize the importance of self-confidence in the language learning experience and offer ways to reduce anxiety and take risks. Chapter 6 encourages the learner to take a broad view of the language learning experience. The usefulness of cooperative learning is stressed in chapter 7, and the role of learning style is discussed in chapter 8. Chapters 9 and 10 look at differences between right- and left-brain functions in relation to language learning and use, and outline some "superlearning" techniques. Avoiding interference from one's native language and benefiting from mistakes are the subjects of chapters 11 and 12. Chapters 13 and 14 discuss delving into the target culture. The final chapter urges learners to treat language learning as a game. Each chapter is accompanied by a series of exercises. (MSE)

ED 417 605 FL 025 128

(141)
DESCRIPTORS- *Career Planning; *College Bound Students; College Preparation; College School Cooperation; *High Risk Students; High School Students; Higher Education; Parent Participation; Secondary Education; *Transitional Programs
IDENTIFIERS- *Pennsylvania (Philadelphia); Scholastic Assessment Tests

The College and Careers Project sought to increase college attendance of at-risk students in the Philadelphia public high schools and to help students link their college and career planning. Over a three-year period, 48 students from 4 high schools participated. Students took part in college preparatory and career awareness activities throughout the year. Five-week summer internships involved group visits to college campuses, practical experiences in the work world, and exposure to career opportunities. Activities included college application and financial aid workshops; tutoring in science, math, and English; Scholastic Aptitude Test courses, and motivational sessions. Career-related activities included goal setting workshops and presentations by professionals in various fields. Special activities were conducted with students' parents to help them become stronger advocates and supports for their children in preparing for college and careers. The students deliberated in a systematic fashion about their career plans, linked these plans to appropriate courses of study, and became strengthened in their desire to earn a college degree. Only four of the 48 students dropped out of the project during the 3 years. At the project's conclusion, all but one senior enrolled in college, and all the juniors were promoted. (SW)

ED 417 625 HE 031 054

Ebert, Kenneth B.; Burnett, Jane
The Strategies To Advance the Internationalization of Learning (SAIL) Program.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 93
NOTE- 58p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Comparative Education; *Cross Cultural Training; *Cultural Awareness; *Foreign Students; Higher Education; *International Educational Exchange; Peer Teaching; *Student Exchange Programs; *Student Participation
IDENTIFIERS- *Michigan State University

This report documents the Strategies to Advance the Internalization of Learning (SAIL) program developed at Michigan State University (MSU) to promote international, comparative, and cross-cultural learning and cross-cultural understanding in the university community. A total of 350 foreign and U.S. students who had international experience attended a series of training workshops to learn to become "cultural consultants," who then were invited to speak in college academic courses and in community settings, participate in cross-cultural education workshops for elementary and secondary schools, and participate in orientations for overseas study. A student talent bank was developed to match student backgrounds with the needs of prospective users of cultural consultants. U.S. students returning from overseas studies programs reported that the SAIL experience aided them in their reacclimatization to the United States and gave value to their

School Cooperation; *College Students; Foreign Countries; *High School Students; High Schools; Higher Education; Interpersonal Relationship; *Mentors; *Peer Teaching; Program Descriptions; *Tutorial Programs; *Tutoring
IDENTIFIERS- Africa; British Commonwealth; England; South Africa; United States

This book provides an international, current account of the developments of mentoring and tutoring by students in tertiary and secondary education. Included are research reviews, case studies of mature projects, and ideas for new uses of student tutoring and mentoring. Chapter titles are as follows: "Students as Tutors and Mentors" (Sinclair Goodlad); "Study and Stars: The Role of Relationship Constellations" (Val Clulow, Linda Brennan); "Helping High School Pupils in the PERACH Project: A Comparison of Mentoring and Tutoring Approaches" (Barbara Fresko, Ronen Kowalsky); "The Effectiveness of Peer Tutoring in Further and Higher Education: A Typology and Review of the Literature" (Keith Topping); "Quality Assurance through the Accreditation of Student Tutoring and Student Management of Tutoring" (Jim Wood); "Establishing Student Tutoring within a Higher Education Curriculum through the Theme of Personal and Professional Development" (Danny Saunders, Ray Kingdon); "Evaluation Research Findings of the Pre-University Project on Transition and Student Mentoring into University" (Jane Hofmeister); "The Science/Technology Awareness Raising (STAR) Programme: A Partnership in Raising Participation through Peer Tutoring" (Russell Elsegood et al.); "The Psychology Tutorial Programme at Wits University: The Role of Student Tutors in Supporting Large Group Teaching" (Charles Potter et al.); "A Student-Student Mentoring Scheme for Freshman Students" (Margaret Rutherford, Mmanosi Matlou); "Student Tutoring at the University of Witwatersrand: A Response to New South African Education Policy" (Carol Taylor); "'I Understand More Than I Understood': Exploring the Possibilities of Using Students as Tutors in South African Township Schools" (Line Sorensen, Ian Gregory); "Instituting and Developing Student Mentoring and Tutoring in Namibia: Constituencies, Needs, Prospects" (Fritz Becker, Barnabas Otaala); "Casting the Net: Peer Assisted Learning on the Internet" (L. A. Beardon); "Mentoring Gifted Pupils" (Joan Freeman); "A Four-Stage Mentoring Model That Works" (Joseph Pascarelli); and "Making A Student Tutoring Scheme Work (Sinclair Goodlad). A checklist for setting up a tutoring scheme is appended, along with brief reports on 26 mentoring and tutoring schemes. (Contains approximately 400 references.) (SW)

ED 417 644 HE 031 097

Niehoff, Robert L.
Job Satisfaction, Organizational Commitment, and Individual and Organizational Mission Values Congruence: Investigating the Relationships.
PUB DATE- 97
NOTE- 19p.; Paper presented at the Annual Convention of the National Catholic Educational Association (94th, Minneapolis, MN, April 1-4, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Attitudes; Administrator Characteristics; Catholic Educators; Catholic Schools; *Church Related Colleges; *Faculty College Relationship; Higher Education; *Institutional Mission; *Job Satisfaction;

Education; *Long Range Planning; *State Aid; State Colleges; State Universities; Student Financial Aid; Tuition
IDENTIFIERS- *Illinois State Colleges and Universities

This report presents staff recommendations of the Illinois Board of Higher Education concerning budget recommendations for higher education operations and grants for fiscal year 1999. General funds recommendations total $2,207.1 million, an increase of 6.1 percent over 1998 appropriations. Recommendations are also included for locally-held university income funds and other state appropriated funds. New state resources are recommended for the following high priority areas: integrating technology, teaching, and learning; preparing Illinois' workforce; strengthening the quality of undergraduate education; improving student access and affordability; protecting the state's public colleges and universities' physical facilities from deterioration; fostering research and economic development; and strengthening the academic base of institutions. Separate sections of text and data tables provide more information and financial detail on: preparing for the 21st century, public universities, community colleges, the Illinois Student Assistance Commission, grant programs, and agencies and retirement. Related higher education data are appended in tables which detail: general funds expenditures by sector, expenditures from 1970 to 1998, comparison of tuition/fees with economic indicators (1985-1998), annual tuition rates at Illinois public universities, and cost study credit hours at Illinois institutions of higher education. (DB)

ED 417 662 HE 031 118

Gender Equity in Intercollegiate Athletic Programs at Illinois Public Universities.
PUB DATE- 98
NOTE- 91p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Civil Rights Legislation; *College Athletics; Compliance (Legal); Court Litigation; Educational Legislation; *Extramural Athletics; Federal Legislation; Higher Education; *Public Colleges; Resource Allocation; *Sex Discrimination; *Sex Fairness; *State Legislation; Tuition
IDENTIFIERS- Higher Education Act Amendments 1972; *Illinois; *Tuition Waivers

This report to the Illinois Board of Higher Education examines the use of tuition waivers to achieve gender equity in intercollegiate athletics as allowed by the state's Public Act 89-166. An introduction explains the context for the law which requires that institutions must demonstrate "substantial proportionality" reflecting the undergraduate enrollment ratio, a "history and continuing practice" supporting the underrepresented gender, or effective accommodation of the interests and abilities of female students. The second section identifies milestones in gender equity in intercollegiate athletics including Title IX of the Higher Education Amendments of 1972, the Gender Equity Report Card which evaluated gender equity among member institutions of the National Collegiate Athletic Association, and the Cohen vs. Brown University court case which ruled in favor of female athletes. The third section examines gender equity in intercollegiate athletics at Illinois public universities specifically emphasizing the effects of Public Act 89-166. The report concludes that Illinois public universities are demonstrating continued progress in complying

DESCRIPTORS- *College Administration; Foreign Countries; Higher Education; Management Systems; Management Teams; Nonprofessional Personnel; Paraprofessional Personnel; *Personnel Management; Staff Development; *Staff Utilization
IDENTIFIERS- United Kingdom

This book presents 13 papers which address theoretical and practical issues concerning support staff at British institutions of higher education. The papers are: (1) "Induction and Appraisal: Vital or Simply a Burden?" (Bob Hardwick); (2) "Quality Assurance and Service Delivery" (Celia Whitchurch); (3) "Teams, Team Working and Problem-Solving" (John Doidge); (4) "The Use of Vocational Qualifications, Standards and Competencies in the Development of Allied and Support Staff" (Neil Jones); (5) "To Accredit, or Not To Accredit" (Pat King); (6) "The Impact of New Technology and Implications for Support and Allied Staff Training" (Jenny Wilkinson); (7) "The Management of Pressure and Prevention of Stress" (Debbie Greenwood); (8) "It's Not Just Courses: Other Ways of Developing Higher Education Support Staff" (Anne Sibbald); (9) "The Investors In People Initiative and Its Implications for Support Staff in Higher Education" (Bob Thackwray); (10) "Developing Managers: Towards Management Learning" (George Gordon and Robin Middlehurst); (11) "Operating Staff Development Effectively in Higher Education: A Departmental Perspective" (Jenny Wilkinson); (12) "A Staff Developer's Perspective" (Ian Hewes); and (13) "Towards the Millennium and Beyond" (John Doidge, Bob Hardwick and Jenny Wilkinson). A glossary of acronyms and a subject index are provided. (Individual chapters contain references.) (DB)

ED 417 682 HE 031 139

Plan for the Class of 2000. Final Report of the Program Planning Committee.
PUB DATE- 95
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Class Size; *College Curriculum; College Freshmen; College Instruction; Educational Change; Educational Quality; Fund Raising; Higher Education; Long Range Planning; *Undergraduate Students; *Undergraduate Study
IDENTIFIERS- *Wake Forest University NC

This report presents the comprehensive academic plan for undergraduate students to be phased in at Wake Forest University (North Carolina) beginning with the class entering in 1996. Four concepts are emphasized in the plan: (1) continued personalization and individualization of the professor-student relationship; (2) establishment of a first-year seminar program which will provide every first-year student with a small class focused on critical analytic skills in a disciplinary or inter-disciplinary context; (3) curricular and resource enhancements to meet the particular passions and needs of individual students, professors, and programs; and (4) the aggressive pursuit by the university of additional resources from all sources. The 36 recommendations of the academic plan are organized into the following categories: ideals, personal teaching, class and program availability, top-quality faculty, scholarship support, information technology, and added revenue. The plan is detailed in itemization of items and costs in each area for Phase 1. Appendices provide: a listing of forces and trends likely to influence the university

Guides as a Means To Enhance Content Interaction and Student Satisfaction in Interactive Television Course Utilizing the Iowa Communications Network," by Thomas S. Westbrook; and "Studio Ceramics over the Iowa Communications Network," by Kristen Egeland Wright. (AEF)

ED 417 701 IR 018 767

Albrecht, Annette C.; Jones, Dennis G.
Networking: The Content Specialist and Instructional Technologist Connection: A Case Study for Converting a Skills-Based Counseling Course for Delivery via Video Teleconferencing.
PUB DATE- 98
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *Computer Assisted Instruction; *Cooperative Planning; Cooperative Programs; Course Organization; *Distance Education; Higher Education; Information Technology; *Instructional Design; Instructional Development; Instructional Innovation; *Interactive Video; Skill Development; *Teleconferencing
IDENTIFIERS- Interactive Systems; *Tarleton State University TX

The conversion of a course for delivery via video teleconferencing can easily become an insurmountable task for a faculty member working alone. The model used at Tarleton State University (Stephenville, Texas) for the conversion of courses for delivery via video teleconferencing entails collaboration between the faculty member and an instructional technologist; under this model, the faculty member and the instructional technologist fulfill all four roles of faculty, instructional developer, evaluator, and production people. This paper describes the "Tarleton" model through a case study of the conversion of a graduate-counseling course with a focus on skill development. The unique features of the course, conversion of the delivery system, and skill development at a distance are discussed. (AEF)

ED 417 702 IR 018 769

Hoang, Kiem, Ed.; Tran, Van Hao, Ed.; Luu, Tien Hiep, Ed.; Phan, Viet Hoang, Ed.; Owens, Thomas, Ed.; Nguyen, Son Thanh, Ed.; Vuong, Son Thanh, Ed.; Dong Thi, Bich Thuy, Ed.; Phan Thi, Tuoi, Ed.
Information Technology in Education and Training (IT EDU98). Proceedings of a Conference (Ho Chi Minh City, Vietnam, January 15-16, 1998).
PUB DATE- 98
NOTE- 238p.; The six conference sessions, each involving 4-6 papers, have been separately analyzed; see IR 018 770-775.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Computer Networks; Computer Software; Courseware; Distance Education; *Educational Technology; Elementary Secondary Education; Foreign Countries; Higher Education; *Information Technology; Mathematics; Microcomputers; Multimedia Instruction; Training; World Wide Web
IDENTIFIERS- Vietnam

This proceedings volume includes the following 29 papers: Session 1--(1) "Technology for Learning: The Present and Future in the United States" (Thomas Owens, Carolyn Cohen); (2) "Computer Systems Technology Programs at the British Columbia Institute

*Multicultural Education; Story Reading; Story Telling

Designed for Grades PreK-3, the culture-based story times and extension activities provided in this book give educators the opportunity to share the diversity of global neighbors with young learners. The book covers Australia, Brazil, the Caribbean, China, Egypt, Ghana, Greece, India, Ireland, Italy, Mexico, the Commonwealth of Independent States (CIS), Vietnam, and the United States--Native Americans. Each chapter highlights a specific country or cultural group, offering recommended books to read aloud and stories appropriate for flannel board, overhead projector, or simple puppetry presentations. Fingerplays, action rhymes, songs, games or activities, puppet patterns and instructions, and directions for other inexpensive crafts accompany the stories. In addition, there are bibliographies of other resources for each culture. A sample reading passport follows the introduction and can be reproduced and distributed to children. As the story time for a new country begins, the passports are stamped with colorful images. Other ideas for creating an appropriate atmosphere are offered in this resource--from music and travel posters to clothing and toys. Contains a multicultural series bibliography and an index. (AEF)

ED 417 721 IR 056 946

Doiron, Ray; Davies, Judy
Partners in Learning: Students, Teachers, and the School Library.
PUB DATE- 98
NOTE- 182p.; Foreword by Ken Haycock.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Course Integrated Library Instruction; *Elementary Education; Learning Activities; *Librarian Teacher Cooperation; *Library Development; Library Role; *Library Services; *School Libraries; Teacher Role; Teaching Methods
IDENTIFIERS- Teacher Librarians

This book offers concrete strategies and activities for implementing an integrated school library program that can be put to immediate use in the library and classroom. It gives educators a better understanding of the integrated school library program and its benefits, then shows how to establish the collaborative approach in program planning, resource-based learning, teaching information process, and evaluation. After describing changes in the role of the teacher-librarian, a rationale for creating an active partnership between teachers, librarians, and students is provided. Innovative resource-based units of study for all elementary grades (1-6) demonstrate how the partnership works in relation to author studies, literary themes, social studies, and science. Storytelling, read-alouds, displays, book exchanges, summer reading programs, mentoring, book fairs, and celebrations are some of the activities explored. All projects have been successfully classroom tested. Four chapters include: (1) "Partners in the School Library Programs"; (2) "Activating the Partnership: Resource-Based Learning, OWLS: A Resource-Based Unit of Study, Collaborative Program Planning, Teaching, and Evaluation, The Information Process, The Information Process in Action"; (3) "The Partnership at Work, Meeting the Demand for Resources, Advocating and Developing Literacy, Resource-Based Units of Study"; (4) "Some Final Thoughts on the Partnership." Includes confirmed many of the claims drama educators in schools have been making for years. The trainers found that learners liked the process and often learned more quickly than through conventional lectures. They also found, however, that what students learned was not always what the teachers thought they were teaching. In addition, trainers that learners developed self-confidence and empathy, they improved in workplace competence, and they retained information longer. (KC)

ED 417 274 CE 075 835

Edin, Kathryn J.
The Myths of Dependence and Self-Sufficiency: Women, Welfare, and Low-Wage Work.
PUB DATE- 95
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Employed Women; Employment Level; *Employment Patterns; *Low Income; *Mothers; One Parent Family; Poverty; Public Policy; Qualitative Research; *Salary Wage Differentials; Trend Analysis; *Welfare Recipients
IDENTIFIERS- Aid to Families with Dependent Children; *Self Sufficiency

The validity of the notion that welfare receipt is equivalent to "dependency" and work represents "self-sufficiency" was examined in a qualitative study during which 214 recipients of Aid to Families with Dependent Children (AFDC) and 165 low-wage single mothers in 4 U.S. cities were interviewed. The women were contacted through grassroots community organizations. Nearly 90% of the women contacted agreed to be interviewed. Three points relevant to the welfare reform debate emerged from the study. First, the notion that welfare use equates to dependency should be tempered by the fact that, in nearly all states, AFDC benefits are so low that recipients must supplement their welfare with unreported work or covert contributions from friends or relatives. Second, the presumption that a transition from welfare to work represents a move toward self-sufficiency or economic well-being ignores the fact that low-wage jobs neither pay enough to remove a family from poverty nor guarantee future access to better-paying jobs. Third, many unskilled or semiskilled single mothers use welfare as one part of a broader strategy to improve their human capital so that they can better compete for those jobs that will permit them to obtain some semblance of economic security. (Contains 23 endnotes.) MN)

ED 417 275 CE 075 942

Landrine, Hope; Klonoff, Elizabeth A.
Discrimination against Women: Prevalence, Consequences, Remedies.
PUB DATE- 97
NOTE- 264p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Adult Education; Change Strategies; Civil Rights Legislation; *Coping; Employment Patterns; Influences; *Measurement Techniques; *Mental Health; Models; *Physical Health; Psychological Patterns; Salary Wage Differentials; Scientific Research; *Sex Discrimination; Sexual Harassment; Social Status; Statistical Analysis; Statistical Data; Trend

focus on finding ways for people to work cooperatively despite differing perspectives. Contains an annotated bibliography of 29 print and Web-based resources. (MN)

ED 417 293 CE 075 976

Imel, Susan
Seniors in Cyberspace. Trends and Issues Alerts.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reference Materials - Bibliographies (131)
DESCRIPTORS- Adult Education; Adult Educators; Annotated Bibliographies; *Computer Literacy; Continuing Education; *Educational Opportunities; *Information Utilization; Lifelong Learning; *Older Adults; *Participant Characteristics; Teacher Role; Trend Analysis; *World Wide Web

Approximately 15% (7.6 million) of the estimated 50.6 million U.S. citizens who browse the World Wide Web are aged 50 or older, and 30% of adults aged 55-75 own a computer. Although many older adults initially log on to the Internet as a means of connecting with friends and family, they quickly learn that it is also a valuable source of information on financial, health, travel, and other topics of interest to them. Among older adults, both computer ownership and online participation are tied to level of education and to socioeconomic status. When combined with Internet access, learning to use computer technology can provide older adults opportunities for lifelong learning and continuing growth and development. It can also help offset social isolation and loneliness. It has been recommended that peer instructors who understand how adults learn and teaching methodologies that are nonthreatening and self-paced be used to teach older adults to use computer technology. Adult and continuing educators must be aware of issues of access and equity and design training programs that will attract groups of older adults who are not currently accessing the Internet. Contains an annotated bibliography of 20 print and Web-based resources.) (MN)

ED 417 294 CE 075 977

Brown, Bettina Lankard
The Web: Creating and Changing Jobs. Trends and Issues Alerts.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reference Materials - Bibliographies (131)
DESCRIPTORS- Adult Education; Annotated Bibliographies; *Career Change; *Educational Needs; *Emerging Occupations; *Employment Opportunities; Employment Patterns; Employment Practices; *Employment Qualifications; Job Search Methods; Technological Advancement; Trend Analysis; *World Wide Web

The World Wide Web is changing not only how individuals locate jobs but also the ways existing jobs are performed. Individuals

DESCRIPTORS- *Education Work Relationship; Educational Legislation; Educational Objectives; *Educational Trends; Federal Legislation; Labor Force Development; National Standards; Outcomes of Education; Program Development; Program Effectiveness; Secondary Education; State Programs; *Statewide Planning; *Vocational Education
IDENTIFIERS- *Carl D Perkins Voc and Appl Techn Educ Act 1990; *North Carolina

In North Carolina, work force development education (WDE) begins in grade 6 with exploratory courses and leads to specialized classroom instruction in grades 11 and 12. Since 1992-1993, North Carolina's WDE programs have been evaluated with respect to eight long-range performance standards. Only in the case of standard 1 (all students will have career development plans appropriate to their designated career goals) was steady progress made from 1992-1993 to 1996-1997 (23.73% to 97.96%). Fewer schools met standard 7 (the completer unemployment rate will be lower than the county's youth unemployment rate) in 1996-1997 (93.66%) than in 1992-1993 (95.09%). In the cases of the other standards examined, 1996-1997 indicators were slightly to somewhat higher than 1992-1993 indicators; however, the progress was not steady throughout the intervening years. When asked to rate completers of WDE on a scale of 0 to 5, the 4,534 North Carolina employers who responded to a survey of 11,540 employers gave the completers a 4.0 on most items (including knowledge of duties, accuracy/quality of work, and attendance), a 3.9 on knowledge of technical information, and a 4.1 on ability to get along. On average, 3,600 employers were involved in curriculum development and vocational student organizations annually. (MN)

ED 417 312 CE 076 035

Life Management: Family and Consumer Sciences Education. Curriculum Guide. Course Number 7085.
PUB DATE- 97
NOTE- 108p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Career Development; Course Content; *Family Life Education; *Family Work Relationship; Health Education; High Schools; Home Management; Learning Activities; *Money Management; Nutrition; Parenthood Education; State Curriculum Guides; Student Evaluation; Student Projects; Teaching Methods; Time Management; Units of Study
IDENTIFIERS- North Carolina

This curriculum guide is designed to guide the teaching of a year-long junior- or senior-level high school course that will help students develop skills for managing their work life and family life as well as basic skills, critical thinking, cultural diversity, group interaction, teamwork, and use of technology. It includes a course blueprint, a course outline, information on using the curriculum, and a "Passport to Life" student project that serves as a performance-based assessment model. The course consists of seven units of instruction that cover the following topics: (1) work and family; (2) career development; (3) personal development; (4) relationships; (5) parenting; (6) wellness and nutrition; and (7) resource management. Each unit consists of curriculum pages that include the title of course, title of unit, a competency goal and competency goal number, an objective and objective number, a content outline, instructional activities, behavioral implications for enterprises as they strive to correlate workplace learning to performance and production. Such workplace strategies include the following: tuition reimbursement; onsite professional education for engineers and management; Honeywell (Canada) Ltd.'s partnership with a community college that launched a lifelong learning initiative to enhance self-directed work teams, empowerment, global competitiveness, and a high performance workplace; and Ford Motor Company's program for life enhancement opportunities. (Contains 33 references.) (YLB)

ED 417 331 CE 076 071

Moore, Richard W.; Blake, Daniel R.; Anacker, Christopher; Cohen, Michael D.
ETP and Its Subcontractors and Consultants.
SPONS. AGENCY- California State Employment Training Panel, Sacramento.
PUB DATE- 97
NOTE- 62p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Consultants; Contracts; *Cost Effectiveness; Economics; Educational Quality; *Employment Programs; *Job Training; Marketing; Private Sector; *Privatization; Program Development; Program Effectiveness; Public Agencies; State Programs; Statewide Planning; *Vendors
IDENTIFIERS- California

This study examined the role of subcontractors and consultants in California's Employment Training Panel (ETP) program. Methods included interviews, focus groups, a phone survey, and a survey of projects without subcontractors. Results indicated that the market in which administrative and training consultants sell their services to employers is inefficient, with prices ranging significantly above the competitive and low product quality. Over the last 2 fiscal years, the total market for ETP subcontractors and consultants was $31-35 million or 36-40 percent of all money spent on ETP training. ETP subcontractors and consultants were categorized into seven subgroups based on company size and services provided: full-service companies; public or nonprofit agencies; hollow companies; niche trainers; freelance project administrators; freelance packager; and project doctor. Subcontractors and consultants offered benefits and risks to ETP. They played a major role in marketing but were aggressive. Many had expertise in developing projects, but some driven by profit incentives tried to shape projects most profitable to them. They could provide high quality state-of-the-art training but had an incentive to reduce the quality and hence its costs. They understood policy but tended to manipulate the process for gain. Recommendations were made to align the incentives that drive subcontractors and consultants with ETP's larger objectives and to transform the market into an orderly efficient one. (A report on market estimates is appended.) (YLB)

ED 417 332 CE 076 074

Taylor-King, Sheila
Using Multiple Intelligences and Multi-Sensory Reinforcement Approaches To Enhance Literacy Skills among Homeless Adults.
PUB DATE- 97
NOTE- 8p.; Paper presented at the International Congress on Challenges to Education (Kihei, HI, July 19, 1997)

The New Reality: Emerging Responsibilities in a Changing Workplace.
PUB DATE- 98
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Numerical/Quantitative Data (110)
DESCRIPTORS- Adults; Career Development; *Dislocated Workers; Educational Needs; *Employer Employee Relationship; Employment Level; *Employment Patterns; *Employment Practices; Job Layoff; On the Job Training; *Quality of Working Life; *Unemployment; Work Attitudes

Changing workplaces offer opportunities for workers and companies that are flexible and willing to learn and adapt. Some trends in the changing workplace include the following; (1) downsizing among companies is decreasing; (2) companies are creating jobs while eliminating other jobs; (3) economic factors are as likely to create jobs as eliminate jobs; (4) investing in training and education is a key to helping companies improve performance after downsizing; (5) the job displacement rate decreased in the 1990s; (6) displacement rates for white-collar industries have risen more quickly than the rates for blue-collar industries; (7) many lifetime jobs still exist; (8) job displacement and reemployment opportunities vary by region of the country, with reemployment rates highest in the Midwest and South in 1993-94; (9) workers are extremely resilient despite downsizing; (10) displaced workers seek training from a wide variety of sources; (11) education and training are key to improving employee loyalty; and (12) today's workers are less expecting of job security, are more satisfied with their jobs, view changing jobs as part of growth, define loyalty as accomplishment, think work provides a chance to grow, and believe that individuals are responsible for their career growth. (KC)

ED 417 350 CE 076 113

Van den Berghe, Wouter
Application of ISO 9000 Standards to Education and Training. Interpretation and Guidelines in a European Perspective. CEDEFOP Document.
PUB DATE- 97
NOTE- 103p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Certification; Developed Nations; Educational Assessment; Educational Quality; Foreign Countries; Job Training; Postsecondary Education; *Quality Control; *Schools; Secondary Education; *Standards; *Total Quality Management; Vocational Education
IDENTIFIERS- *European Union; *ISO 9000; Quality Assurance

This report brings together European experience on the interpretation and implementation of ISO 9000 in education and training (ET) environments. Chapter 1 discusses the importance of quality concepts in ET and summarizes key concepts of total quality management (TQM) and its relevance for ET. Chapter 2 introduces the ISO 9000 standards. It explains the relationship with quality assurance and TQM and gives an overview of the main principles of the standards: structure of the ISO 9000 family, underlying principles, main components, and certification process. Chapter 3 looks at the context for applying ISO 9000 in an ET environment. It examines the

(4) Working with the addict; (5) Families and co-addiction, which provides guidelines for appropriate relationships with dysfunctional family members; and (6) Eight moves caseworkers can teach to make for more powerful people. Issues related to success for recovering substance abusers are presented as case vignettes. The manual includes detailed instructions for trainers, a timeline for the day, training competencies and learning objectives, teaching materials, a resource bibliography, and an evaluation form. (EMK)

ED 417 369 CG 028 340

Schatz, Mona Struhsaker; Rigg, Georgia A.
Understanding and Addressing the Trauma from Abuse: A Model of Safety, Reconnection, and Integration for Victims of Abuse. A Specialized Training Program Designed To Enhance the Competency of Caseworkers, Adoptive & Foster Parents.
SPONS. AGENCY- Colorado State Dept. of Human Services, Denver. Div. of Child Care.
PUB DATE- 96
NOTE- 86p.; For related documents, see CG 028 338 and CG 028 339.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Caregiver Child Relationship; Caseworkers; *Child Abuse; Child Caregivers; Elementary Secondary Education; Family Violence; Foster Care; Foster Family; *Parent Child Relationship; Professional Training; Social Services
IDENTIFIERS- Traumas

Although the trauma that children experience in abusive situations differs from the trauma of a disaster, its effects are just as profound. The information and skills that caseworkers need to assess families and children who have been traumatized, to make more appropriate treatment planning decisions, and to carry out their professional roles with greater awareness of and sensitivity to the effects of trauma on children are presented in this manual. It is designed to accompany a one-day collaborative training session for caseworkers and foster care parents. During the post-traumatic stress period, safety and reassurance must be provided to the victims. This period can then lead to a process promoting remembrance and mourning, followed by the experience of reconnection and integration. Topics covered include: (1) Defining trauma; (2) Identifying trauma and the effects of psychic trauma; (3) The general effects of trauma on children; and (4) Building a case plan and understanding the treatment of trauma. The training plan includes specific learning objectives and uses exercises, video, and role play to prepare caseworkers and foster parents to help children to recover from trauma and create a future. Resource lists include materials cited and a list of children's stories. An evaluation form is included. (EMK)

ED 417 370 CG 028 346

Thomas, Alex, Ed.; Grimes, Jeff, Ed.
Best Practices in School Psychology-III.
PUB DATE- 95
NOTE- 1246p.
LANGUAGE- English
EDRS Price- MF9 Plus Postage. PC Not Available from EDRS.

university class provided a supportive environment for students to practice and establish an understanding of what the content area literacy strategies looked and felt like in a simulation. However, more opportunities need to be offered in the content area literacy classroom for students to study the effects of the rich data source of case studies. (Contains 14 references and 3 tables of data.) (RS)

ED 417 389 CS 013 121

Meehan, Ellen
Parents' Knowledge of Emergent Literacy.
PUB DATE- 98
NOTE- 57p.; M.A. Research Project, Kean University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Beginning Reading; Childrens Writing; Developmental Stages; *Emergent Literacy; Family Environment; *Parent Attitudes; Parent Child Relationship; Preschool Children; Preschool Education; Questionnaires
IDENTIFIERS- Parent Surveys

This study investigated parents' knowledge of their child's emergent literacy development by administering parent questionnaires that examined parents' beliefs of literacy learning and the early writing and reading experiences of preschool children in their home. A total of 115 questionnaires were administered to parents with children enrolled in a preschool in the Red Band area of New Jersey, and a total of 24 usable questionnaires were returned. Responses were tallied and converted to percentages for analysis. Results indicated that the parents have considerable knowledge regarding their child's emergent literacy development. (Contains 32 references and 2 tables of data. Appendixes contain the parent questionnaire and additional data.) (Author/RS)

ED 417 390 CS 013 127

Roller, Cathy M.
So...What's a Tutor To Do?
PUB DATE- 98
NOTE- 201p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Childrens Writing; Developmental Stages; *Instructional Effectiveness; Low Achievement; Oral Reading; Primary Education; Reading Comprehension; Reading Difficulties; *Reading Instruction; Reading Materials; Reading Processes; Student Evaluation; *Tutorial Programs; *Tutoring; *Volunteer Training; Volunteers; Writing Instruction
IDENTIFIERS- Reading Behavior; *Tutor Training

Suggesting that the goal of having every child read by the end of third grade can be realized only if tutors are trained properly, this book describes best practices based on years of tutoring experience. Calling for tutor training programs to "do it right," the book outlines research in reading and writing development as a basis for the tutoring session. The concise description of the tutoring session and the principles of good

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Catholic Schools; Classroom Research; *Journal Writing; *Kindergarten Children; Learning Strategies; Phonemics; *Phonics; Primary Education; Reading Instruction; Reading Skills; *Reading Writing Relationship

A study examined the effects of daily journal writing on kindergarten children's phonics acquisition. At St. Joseph School in Carteret, New Jersey, 21 kindergartners kept daily journals in addition to normal classroom instruction over a period of 4 months, while the 20 kindergartners in another class received only the normal classroom phonics instruction. Students were grouped heterogeneously. The curriculum, pace and methods of instruction were the same for both classes. At the end of that time, both samples were tested in phonemic awareness of consonants and letter-sound correspondence; results were compared and analyzed. Findings suggest that no significant difference was found between daily journal writing and phonics skill acquisition in kindergarten children. The failure to find a significant relationship between daily journal writing and phonics skills in kindergartners suggests that more research needs to be done to determine the effects, if any, of journal writing on other areas of achievement. (Contains related research and 37 references; test scores are appended.) (Author/CR)

ED 417 409 CS 216 230

Bush, Renae M.
The Effectiveness of Context Clues and Isolated Words Lists in High School English Classes.
PUB DATE- 98
NOTE- 93p.; M.A. Research Project, Kean University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Classroom Research; Classroom Techniques; Comparative Analysis; *Context Clues; *English Instruction; High School Students; High Schools; Language Research; *Learning Strategies; Teaching Methods; *Vocabulary Development; *Word Lists
IDENTIFIERS- Teaching Research; *Word Learning

A study was conducted to determine which approach for vocabulary development--isolated word lists, context clues, or a combination of both--would yield the best results. One sample of 17 sophomores used isolated word lists. The second sample of 20 freshmen used context clues to determine word meaning. The third sample of 13 sophomores used a combination of the 2 methods. All three groups were given pre- and post-tests to determine their progress. Results indicated no significant difference in the mean gains among the sample thereby supporting the study's hypothesis that there would be no significant difference in teaching vocabulary words to high school students through isolated word lists, context clues, or a combination of both. (Contains 3 tables of data, related research, and 34 references; vocabulary pre- and post-tests, comprising more than half the document are appended.) (Author/CR)

ED 417 410 CS 216 233

Culham, Ruth

results suggest that some of the items in the cognitive skills section of the test could be improved to be more reliable and valid. (The cognitive skills section of the "Test of Communication Knowledge" (Revised), the categorized skills college graduates should possess, and the results of qualitative and quantitative item analysis are appended.) Contains 17 references. (Author)

ED 417 430 CS 509 766

Pitman, Marge
Cracking the Code: Literacy through Creative Drama.
PUB DATE- 97
NOTE- 27p.; EDEL 570 Research Project, California State University at Long Beach.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Creative Dramatics; Creative Expression; Elementary Education; Instructional Effectiveness; *Integrated Activities; *Literacy; Oral Language; Research Needs; Teacher Role
IDENTIFIERS- California English Language Arts Framework

Developing oral language skills, although an essential element in the California English-Language Arts Framework (1987), is often neglected due to the current emphasis on reading and writing. Creative drama is a vehicle for integrating oral language, cultural literacy and creative expression elements from the state frameworks for the development of literacy in all students. Educators agree that creative drama is a motivating and meaningful medium for connecting today's students to content and understanding often beyond the realm of their previous experience or knowledge. Research in creative drama is inconclusive at best. Articles abound with success stories relating to student enthusiasm and subsequent progress. There does not seem to be a strong opposition to the idea of creative drama, with most agreeing on the benefits of active participation, social interaction, and critical thinking. Educators caution, however, that teacher guidance on the process is critical for maintaining focus and boundaries. Creative drama, unlike other oral language processes such as Reader's Theatre and choral reading, allows emergent or non-English speakers to participate at a level comfortable to them. Creative drama is one of many methods that can develop literacy for all students. All administrators and district office personnel seriously concerned about literacy for children should focus on the importance of meaningful student learning through strategies like creative drama. More research needs to be done in the area of creative drama, either in support of, or in opposition to its practice. Educators need guidance in implementing new strategies, and there is little data to support what could be an effective process. (Contains 27 references.) (RS)

ED 417 431 CS 509 769

Filippone, Michele
Questioning at the Elementary Level.
PUB DATE- 98
NOTE- 37p.; M.A. Research Project, Kean University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Community Colleges; Comparative Analysis; Error Correction; *Revision (Written Composition); *Skill Development; *Two Year College Students; Two Year Colleges; *Writing Improvement; Writing Research; *Writing Skills
IDENTIFIERS- *Diagnostic Prescriptive Approach

A study assessed whether community college students revise their writing more effectively if they are supported during the revision learning process by comments that point out the writing flaws in their texts and then provide suggestions on how to revise these flaws. Subjects, 28 first- and second-year students enrolled in an Introduction to Literature class, revised a total of 5 personal essays taken from a popular freshman composition textbook. The essays had no spelling, punctuation, or grammar problems. Half the subjects (the experimental group) read and revised essays that had flaws identified and described, the other half (the control group) were told the essays contained problems in development, coherence, and organization but were not told where the errors were or precisely what the errors were. Every change subjects made in each of the essays was evaluated for its effectiveness as a change. Results indicated that both groups improved their revising skills, and that the experimental group became more proficient in discovering and improving flaws. Findings suggest that diagnostic and prescriptive comments can be helpful, and that students should be able to improve their revising skills after both directed and nondirected revising practice. (Contains 18 references and 8 tables of data. Appendixes contains the five essays, explanations of the errors, and general instructions for revising the essays.) (RS)

ED 417 450 CS 509 792

Gill, Jerry H.
If a Chimpanzee Could Talk and Other Reflections on Language Acquisition.
PUB DATE- 97
NOTE- 171p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Autism; Case Studies; *Cultural Context; *Language Acquisition; *Language Role; *Speech Acts; Young Children
IDENTIFIERS- Chimpanzees; Keller (Helen); *Language Functions; Whorf (Benjamin Lee)

This book relates several case studies of language acquisition--for example, chimpanzees "learning" to speak at a higher level than so-called 'wolf' children and a father and mother who, against the advice of professionals, force their way into the closed world of an autistic son--to examine the threshold of language, that point "between speech and not quite speech." The book provides accounts of the deaf and blind Helen Keller, of chimpanzees like Washoe, and of feral children such as Victor, the "wild child of Aveyron," and puts a new spin on their stories. The book asks when the miracle that most people take for granted, speech, starts, and where that power to transform perception and action into thought comes from. It asks the reader to think again about how a person says what he or she means, how a person means what he or she says, and where it all starts in the first place. Following a preface and an introduction, chapters in the book are: (1) If a Chimpanzee Could Talk; (2) Wolf Children and Language Acquisition; (3) The Case of Helen Keller; (4) Autism and Language Acquisition; (5)

Sewall, Angela M.; Chamberlin, Gary D.
Safety or Discipline: The Real Issue in Public Schools.
PUB DATE- 97
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Discipline; Discipline Problems; Elementary Secondary Education; *Parent Attitudes; *Public Schools; *School Safety; *School Security; *Student Behavior; Teacher Attitudes; Violence
IDENTIFIERS- *Little Rock School District AR

The issues of safety and discipline were among those addressed by a task force at the University of Arkansas at Little Rock which conducted a study of the Little Rock School District. During the course of the study, these issues repeatedly sifted to the top among concerns expressed by citizens, parents, teachers, and principals. "Safety" and "discipline" were generally interwoven in the minds of the people contacted. The purpose of this paper was to determine the extent to which each actually represent problems for concern. Based on police reports and school disciplinary information reviewed, there appears to be relatively little evidence that the public schools in Little Rock are inherently unsafe places for students to attend. School principals did not find violence to be an overwhelming problem, and only 13% of teachers and 18% of parents identified it as a major problem. Discipline, on the other hand, is a much different situation. Those finding discipline too lax were 46% of the school principals, 52% of the white teachers, 65% of the African-American teachers, and 70% of the community respondents. It is suggested that stakeholders acknowledge that violence and safety are different issues in public schools than are discipline problems. A positive school climate and proper security, it is claimed, are important, as is the school principal's attitude toward discipline. The media's role in publicizing school violence is considered. (Author/AA.)

ED 417 471 EA 028 932

Napier, Lee
Funding Disparities between Public School Districts in Mississippi.
PUB DATE- 97
NOTE- 18p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Memphis, TN, November 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Equity (Finance); *Educational Finance; Elementary Secondary Education; *Expenditure per Student; Expenditures; Instructional Student Costs; *Public Schools; *School District Spending; School District Wealth; School Funds; *School Taxes
IDENTIFIERS- *Mississippi

In 1996, the Mississippi State Department of Education published information on accreditation, finances, student achievement, and other variables that could be utilized to assess each school district's success. After the report's publication, questions surfaced regarding disparities in the funding of the public school districts in the state. An analysis of these areas of concern is presented in this paper. Some of the

U.S. Department of Education FY 1999 Annual Plan, Volume 2: Program Performance Plans.
PUB DATE- 98
NOTE- 461p.; For volume 1 of this plan, see EA 028 963.
LANGUAGE- English
EDRS Price- MF01/PC19 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; Budgeting; *Educational Finance; Educational Research; Educational Technology; Elementary Secondary Education; Financial Support; Higher Education; *Performance Factors; *School Accounting; *School Funds; Special Education; Vocational Education
IDENTIFIERS- *Department of Education; Goals 2000

The Government Performance and Results Act of 1993 called for the U.S. Department of Education to prepare an Annual Performance Plan which links the Department's budget request with its Strategic Plan. To meet that directive, Volume 2 of the Department's Strategic Plan for 1999 is presented here. It includes the program performance plans that cover all of the Department's programs. The Department's budget request aligns budgetary and other programmatic and management resources to help reach Strategic Plan goals and objectives. The Plan discusses education reform, particularly Goals 2000, and the role that education technology will play in these Goals. The specific areas covered in the Plan include education for the disadvantaged, impact aid, class-size reduction and teacher financing, school improvement, the America Reads challenge, Indian education, bilingual and immigrant education, special education, rehabilitation services, vocational and adult education, student financial assistance, higher education, educational research and improvement, and civil rights. All of the programs are designed to help the Department reach its four primary goals: (1) help all students achieve high academic standards; (2) provide a solid foundation for learning; (3) ensure access to postsecondary education and lifelong learning; and (4) make the Department a high-performance organization by focusing on results, service quality, and customer satisfaction. (RJM)

ED 417 492 EA 029 003

Guidance on the Supreme Court's Decision in "Agostini v. Felton" and Title I (Part A) of the Elementary and Secondary Education Act.
PUB DATE- 97
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Compliance (Legal); *Court Litigation; Elementary Secondary Education; *Legal Responsibility; Private Schools; School Policy; School Responsibility; *State Church Separation
IDENTIFIERS- *Agostini v Felton; Department of Education; Elementary Secondary Education Act Title I; Supreme Court

In 1997, the U.S. Supreme Court issued its decision in Agostini v. Felton holding that Title I instructional services may be provided in religiously affiliated private schools without violating the Establishment Clause of the First Amendment. The U.S. Department of Education's interpretation and intended enforcement of this ruling are offered here. Using a question-and-answer format, the paper opens with an overview of the

Involvement; Family Needs; Infants; Preschool Children; Preschool Education; Toddlers
IDENTIFIERS- *Service Utilization

This study examined the use of community resources and supports outside of formal infant/toddler and preschool programs for children with disabilities participating in early intervention programs in nine communities in three states (Colorado, North Carolina, and Pennsylvania). Data on community resource utilization were gathered for 16 months from parents of 135 infants/toddlers and 148 preschool children. Resources included child care, child therapy services, family need and support programs, health/mental health programs, recreational/socialization programs, and parent employment/education programs. Findings indicated that: (1) most families used community resources at least once during the period; (2) the proportion of families using resources increased over time; (3) child care services were the most frequently utilized resource; (4) the use of informal systems (family member or friend) was more prevalent than the use of formal systems; (5) approximately 34 percent of infants/toddlers and 39 percent of preschoolers received additional child therapy services; and (6) the use of child-centered services exceeded the use of family-centered services. Significant variability across communities was observed, suggesting that the community exerts a significant influence on the availability and utilization of child and family resources. The study protocol is appended. (Contains 24 references.) (DB)

ED 417 511 EC 306 253

Falk-Ross, Francine
Guiding Language Participation in Classroom Discourse: Strategies for Children with Language Difficulties.
PUB DATE- 96
NOTE- 16p.; Paper presented at the National Council of Teachers of English Research Assembly (Chicago, IL, February 24, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Classroom Communication; Communication Skills; Cues; Elementary Education; Expressive Language; *Inclusive Schools; Interpersonal Communication; *Language Impairments; Prompting; *Remedial Instruction; Speech Language Pathology; Student Evaluation; *Teaching Methods

This study examined methods of providing language evaluation and remediation services to students with language impairments in the regular classroom in order to focus on authentic classroom-based language and discourse. Evaluation was through observation of routine social uses of dialogue between students and teachers. Remedial strategies involved coaching behaviors situated in the classroom context. Three elementary school-aged children with expressive language difficulties each received language support three to four times each week, for approximately 30-minute periods. "Sit-in" language support involved providing individual cuing (visual, gestural, or tactile) and modeling to help the child participate competently in discourse; "pull-aside" language support consisted of discussions in alcoves or just outside the classroom to provide constructive feedback. "Pull-out" language remediation was used primarily at the beginning of the school year for formal

(5) family participation; (6) policy issues/concerns and how to address them; and (7) funding considerations and possible solutions. Appendices, which comprise half of the document, include: the policy forum agenda; a list of strategies used by effective classroom managers to create classroom climates that prevent discipline problems; a list of the 10 most common discipline strategies; models and techniques that focus on correction of misbehavior; and papers on the effect of suspension-expulsion on students with disabilities, disciplining students with disabilities, and school psychology and behavioral interventions. (CR)

ED 417 530 EC 306 272

Garland, Corinne W.; Kniest, Barbara A.; Quigley, Andrea C.
Caring for Infants and Toddlers with Disabilities: New Roles for Physicians. Final Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC. Early Education Program for Children with Disabilities.
PUB DATE- 98
NOTE- 50p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Involvement; Competency Based Education; Continuing Education; Curriculum Development; *Disabilities; *Disability Identification; *Early Identification; *Early Intervention; Evaluation Methods; Family Involvement; Individualized Family Service Plans; Infants; Inservice Education; Interdisciplinary Approach; *Medical Education; Models; Pediatrics; *Physicians; Preschool Education; Statewide Planning; Toddlers; Transitional Programs
IDENTIFIERS- Virginia

This report discusses the activities of the Caring for Infants and Toddlers with Disabilities: New Roles for Physicians Outreach Project (CFIT Outreach), a program designed to increase physician participation in the early intervention system through replication of a proven model of inservice training. The model, which provides continuing medical education for physicians, was developed in collaboration with the Virginia chapters of the American Academies of Pediatrics and of Family Physicians and with the University of Virginia School of Medicine. The curriculum was based on a set of competencies developed by the American Academy of Pediatrics and adapted by the project. The model includes three replicable components: (1) state planning, in which CFIT Outreach staff work with an interdisciplinary state leadership planning group and use a train-the-trainer approach to train teams to conduct introductory seminars; (2) seminars, which introduce physicians to the concepts of a community-based, family-centered team approach to early intervention and to independent study; and (3) independent study, which includes an independent study manual and accompanying audiotapes to provide information on child find, development evaluation and assessment, Individualized Family Service Plans, and transition. Appendices include CFIT competencies, an introductory seminar agenda, and independent study manual introductory materials. (Author/CR)

ED 417 531 EC 306 273

Raber, Suzanne; Roach, Virginia; Fraser, Katherine, Ed.
The Push and Pull of Standards-Based Reform: How Does It Affect Local School Districts and Students with Disabilities?

ages birth through two years. This mission was accomplished through cooperative planning with Individuals with Disabilities Education Act Part H Coordinators in five participating states (Kentucky, Maryland, Michigan, North Carolina, and Pennsylvania) and one territory (U.S. Virgin Islands) and the development of replication sites in these areas. Intervention efforts were based on the Charlotte Circle Project, an early intervention model that emphasizes changing the child's and caregiver's vulnerability to environmental effects and enhancing the quality of interaction between children with disabilities and their caregivers. The goal of the Charlotte Circle Project efforts has been to strengthen the reciprocal nature of mutually satisfying social interactions, including increasing the social responsiveness of children and increasing caregivers' ability to read and respond to their children's cues. Partnership with parents and parent choice in designing the intervention program have been hallmarks of this efforts. Evaluation efforts found that replication sites were effective in implementing the social reciprocity model. Further, evaluation efforts indicate that children and families have benefited from services and view services positively. (CR)

ED 417 549 EC 306 295

State Education Department Staff Study: Oversight of the Performance of Special Education Programs. Report 96-J-5.
PUB DATE- 98
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Cost Effectiveness; *Disabilities; Disability Identification; Elementary Secondary Education; Expenditure per Student; *Program Costs; *Program Effectiveness; Program Evaluation; *Program Improvement; *Special Education; *Student Placement
IDENTIFIERS- *New York

This report discusses the findings of a study that investigated whether the New York State Education Department's Office of Vocational and Educational Services for Individuals with Disabilities (VESID) has improved its oversight of special education by implementing a system for evaluating the performance of special education programs, and whether funding for special education should be reformed. The study reviewed the VESID's oversight of special education programs in New York schools for the period of April 1, 1994, through March 31, 1997. Relevant laws and regulations were reviewed, VESID data were analyzed, and VESID officials were interviewed. The study found that VESID has developed a comprehensive system for evaluating the performance of special education programs; however, if VESID made greater use of this performance information, it could improve its oversight of the programs. It also found that improvements are needed in the process used to fund special education programs, as school districts are given financial incentives to place students with disabilities in costly, more restrictive environments and to classify students without disabilities as having learning disabilities. Comments of VESID officials are at the end of the report and include proposed changes to the funding formula. (CR)

ED 417 550 EC 306 296

Kingma, Johannes, Ed.; Tomic, Welko, Ed.
Reflections on the Concept of Intelligence. Advances in Cognition

behaviors of infants with and without autism in communication, social relationships, and exploration of the environment. The second part of the booklet, "Finding Help and Hope," addresses ways parents and practitioners can help children with autism. It discusses improving social skills and behavior, developmental approaches, behaviorist approaches, nontraditional approaches, types of medications that are available, educational options and planning the Individualized Education Program, adolescents with autism, adults with autism, ways families can cope, and current research efforts. Questions that parents should consider when exploring treatment options are provided. The guide concludes with a list of resource books on autism and relevant organizations. (CR)

ED 417 567 EC 306 314

Ruble, Lisa Ann
Comparative Study of the Natural Habitat Behaviors of Children with Autism and Children with Down Syndrome: An Ecological Approach.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 97
NOTE- 183p.; Ph.D. Dissertation, Indiana University, Bloomington.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041),Reports - Research/Technical (143)
DESCRIPTORS- *Attention Span; *Autism; *Behavior Patterns; Child Behavior; Children; Data Collection; *Downs Syndrome; *Environmental Influences; Individual Characteristics; Play; Reaction Time; Responses; *Symptoms (Individual Disorders)

A study involving eight boys with autism and eight boys with Down syndrome (ages 6-10) with similar adaptive behavior levels used an ecological approach to study the in-depth structure of the behavior stream. Narrative records were collected and analyzed based on duration and frequency of behaviors. Each record was analyzed by marking the behavior stream into activity units (AUs), which are naturally occurring chunks of behavior from the perspective of the child that proceed in a constant psychological direction. Findings revealed that children with autism exhibited AUs of shorter duration and with less overlap. No differences in features related to the setting or in qualitative aspects of AUs were found. Children with autism were more likely to use physical mechanisms; children with Down syndrome used more gestures. Analysis of the duration of intention of AUs revealed that children spent similar amounts of time participating in all but two types of activities. Children with autism spent more time readying their environment and children with Down syndrome spent more time eating and drinking. Subcategory analysis revealed that children with autism were four times more likely to fail to respond. (Contains 165 references.) (Author/CR)

ED 417 568 EC 306 315

Musolino, Gina M.
Portfolio Criteria and Corollary Assessment Instrument.
PUB DATE- 97
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

Practices of an Officially Monolingual Country: Andorra" (Martine Marquillo Larruy). Each article contains references. (MSE)

ED 417 586 FL 025 088

Malzahn, Manfred
A Far Eastern Parallel: The Languages of Scotland and Taiwan.
PUB DATE- 97
NOTE- 9p.; Paper presented at the Annual Meeting of the International Conference on the Languages of Scotland and Ulster (5th, Aberdeen, Scotland, United Kingdom, August 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Contrastive Linguistics; Cultural Context; *English; Figurative Language; Foreign Countries; *Language Maintenance; Language Patterns; *Language Role; Language Variation; Mandarin Chinese; Poetry; Political Influences; *Regional Dialects; *Scots Gaelic; Sociolinguistics; Standard Spoken Usage; Translation; Uncommonly Taught Languages
IDENTIFIERS- *English (Scottish); Scotland; Taiwan; *Taiwanese

A comparison of the linguistic contexts of Scotland and Taiwan focuses on three aspects: (1) existence of two linguistic codes belonging to the same language family; (2) the status of one of those languages as the standard set by a larger, more powerful neighbor from whose perspective any other variety is likely to look like a dialect; and (3) the marginalized language of an older population (Scots Gaelic and Taiwanese, respectively). The roles of the languages in the two contexts are described, and the basic similarity between the linguistic paradigms of Scotland and Taiwan are shown in the suggested alignment: English is to Mandarin; Scottish English is to Taiwan Mandarin; Scots is to Taiwanese; North-Eastern Scots is to Hakka; Gaelic is to Austro-Polynesian; Highland English is to Austro-Polynesian Mandarin. Political and historical forces influencing language use are highlighted, and comparisons are made of language patterns in riddles and poetry in the two language constellations, with attention given to translation issues. (MSE)

ED 417 587 FL 025 089

Vavricka, D. Karen
Tom Green County Library's Literacy Grant, October, 1992-September, 1993, Final Performance Report.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC. Office of Library Programs.
PUB DATE- 93
NOTE- 92p.; For related document, see ED 353 851.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Family Literacy; Library Services; *Literacy Education; Program Effectiveness; Program Evaluation; *Public Libraries; Regional Cooperation; *Tutorial Programs; Tutoring; Tutors; Volunteer Training; Volunteers
IDENTIFIERS- Library Services and Construction Act; *Tom Green County Library System TX; Tutor Training; Volunteer Recruitment

This report describes and evaluates an adult and family literacy education program at the Tom Green County Library (Texas). The project's objectives were to: provide a full-time library staff

Yamada, Haru
Different Games, Different Rules: Why Americans and Japanese Misunderstand Each Other.
PUB DATE- 97
NOTE- 176p.; Foreword by Deborah Tannen.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Business Communication; Comparative Analysis; *Cultural Differences; *Cultural Traits; *Culture Conflict; Foreign Countries; Grammar; *Intercultural Communication; Interpersonal Communication; Japanese; *Language Patterns; North American English
IDENTIFIERS- *Americans (United States); *Japanese People; Politeness

This "insider's guide" to American and Japanese communication and misunderstanding is based on the premise that Americans and Japanese have different goals in communication; the American goal is to make messages negotiated between individuals explicit, while the Japanese goal is to keep messages implicit and assumed within the group. In the first chapter, it is explained that by idealizing different aspects of language and relationship, and assigning contrastive weights to them, Americans and Japanese use and interpret communication in ways that are effective and make sense in their own group, but often get miscommunicated and confused across groups. Chapter 2 discusses key aspects of American English and Japanese grammar, and what each symbolizes for the native speaker. Chapter 3 describes some basic communication strategies, comparing Japanese and American conventions in naming, agreeing, disagreeing, thinking, and apologizing. Chapter 4 examines the assumptions of American and Japanese business communication, underscoring that these interactions are part of, not separate from, social interaction. In chapters 5 through 8, specific patterns of business communication are contrasted. The final chapter is a critical examination of American English in the United States and the Japanese language in Japan. (MSE)

ED 417 606   FL 025 129

Backhouse, A. E.
The Japanese Language: An Introduction.
PUB DATE- 93
NOTE- 203p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Dictionaries; Discourse Analysis; Form Classes (Languages); *Grammar; Ideography; Intonation; *Japanese; *Language Patterns; Language Styles; Language Variation; Linguistic Borrowing; Morphology (Languages); Onomastics; *Phonology; Phrase Structure; Romanization; Scripts; Semantics; Sentence Structure; Syllables; *Vocabulary; *Written Language

This guide provides an overview of the salient features of the Japanese language from the perspective of the beginning-level English-speaking learner. Chapters address these topics: the Japanese language and its historic and cultural setting; phonology (sounds and syllables, word accentuation; loanwords; connected speech); writing (scripts, variations, and romanization); vocabulary (word classes, word origins, word overseas experience. Foreign students indicated that they felt valued for who they were culturally and had learned more about other cultures and about the United States. An international issues survey, which is appended with instructions, was developed to obtain a baseline level of information on the general cultural and global knowledge and sensitivity of MSU undergraduates. Appended also are examples of uses for cultural consultants and an essay titled "What Is a Cultural Consultant?" (SW)

ED 417 626 HE 031 055

Wilkenfeld, Jonathan; Kaufman, Joyce; Starkey, Brigid
The International Negotiation Seminars Project. Project ICONS.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 95
NOTE- 181p.; For related document, see ED 364 473.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Active Learning; Case Studies; Computer Assisted Instruction; *Computer Simulation; *Conflict Resolution; *Cross Cultural Training; Decision Making; Educational Media; Educational Technology; *Foreign Policy; Higher Education; International Educational Exchange; *International Relations; Internet; Models; Political Science; Public Policy; *Role Playing; Student Participation; Teleconferencing
IDENTIFIERS- Europe (Central); Europe (East); *ICONS (Simulation); Interactive Model; Negotiation Processes; Networking

This report of a study at the University of Maryland describes an international, interactive, and interdisciplinary project for first- and second-year students, which combines a large lecture format with small-group, seminar-type sessions organized around a computer-assisted simulation model, the International Communication and Negotiation Simulation (ICONS). Students learned about negotiation strategies through case studies and materials on cross-cultural communication. Strategies were tested in a customized "New Europe Simulation," which features participation from a variety of central and eastern European universities. In addition to focusing on international issues such as trade and the environment, the project involved group decision making as students acted as negotiators for nations other than their own. Students also learned to use technology, including Internet resources and real-time computer conferencing. The simulation experience and the active-learning model were disseminated to other U.S. campuses. Evaluation results indicate high student involvement and identification with simulation roles and international perspectives, and excellent learning from the small group and networking aspects of the project. A course syllabus and other course materials are appended, along with articles about the project, and a list of participating institutions. (SW)

ED 417 627 HE 031 056

Lusky, Richard A.; Spicker, Stuart F.
Educating Healthcare Ethics Committees: The Evaluation Results.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 96

Organizational Climate; Surveys; Teacher Administrator Relationship; *Teacher Attitudes; Teacher Characteristics

A survey of about 500 employees at a Catholic, Jesuit university found significant, but small, correlations between job satisfaction, organizational commitment, and mission value congruence. The job satisfaction composite score was significantly related to the demographic factors related to job function, seniority, and position. Organizational commitment was associated with those variables that tend to increase attachment (i.e., age, religious affiliation, and length of employment). The mission value congruence composite measure was significantly related to 5 of the 7 demographic variables and 16 combinations of these variables. The three most significant variables were: job classification, marital status, and religious affiliation. Gender, job classification, and religious affiliation were significantly related to the mission value congruence measure in combination with all of the other demographic variables: age, academic degree, marital status, and years of employment. High school and masters degree employees had higher levels of mission value congruence than those with doctoral degrees. Female employees had higher levels of mission value congruence than did males. The over 60 age group demonstrated the highest mission value rank means. Administrative employees in the 51-60 age group had the highest mission value congruence. Faculty had the lowest levels of mission value congruence. When the combination of religious affiliation and job classification was tested, "Roman Catholic" faculty and staff had higher levels of mission value congruence than the comparable "none of these" religious affiliation groups. "Christian" religious affiliation administrative employees reported higher composite scores than "Christian" faculty. (SW)

ED 417 645 HE 031 098

Hardigan, Patrick C.; Cohen, Stanley R.
A Comparison of Osteopathic, Pharmacy, Physical Therapy, Physician Assistant and Occupational Therapy Students' Personality Styles: Implications for Education and Practice.
PUB DATE- 98
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Allied Health Personnel; Career Choice; *Cognitive Style; *College Instruction; Higher Education; *Learning Strategies; Occupational Therapy; Osteopathy; *Personality Traits; Pharmaceutical Education; Pharmacists; Pharmacy; Physical Therapy; Physicians Assistants; *Professional Education; Therapists
IDENTIFIERS- *Myers Briggs Type Indicator

This study compared personality traits of students in five health professions. The Myers-Briggs Type Indicator was completed by 1,508 osteopathic students, 654 pharmacy students, 165 physical therapy students, 211 physician assistant students, and 70 occupational therapy students. Comparing the extrovert/introvert dimension revealed that pharmacy students were more likely to score as introverted whereas students enrolled in the four other health fields were more likely to score as extroverts. Pharmacy students were more inclined to use the sensing function, while a greater proportion of osteopathic students preferred the intuitive function. For the five health professions, there were no significant differences across the thinking/feeling dimension. On the with Title IX and that tuition waivers are one tool being used to improve gender equity. Tables providing gender equity data for individual Illinois institutions are provided. Appended are the text of relevant sections of Public Act 89-166, a summary of gender equity plans by six Illinois institutions, and additional data tables. (DB)

ED 417 663 HE 031 119

Ediger, Marlow
Instruction in Higher Education.
PUB DATE- 97
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *College Instruction; Creative Thinking; Critical Thinking; *Educational Principles; *Higher Education; Problem Solving; Student Attitudes; *Student Motivation; Teaching Methods; Thinking Skills

This paper addresses the improvement of instruction at the higher education level by the application of nine principles of learning by the instructor. These are: (1) the instructor should secure the interests of students in teaching and learning situations; (2) the instructor must guide students to perceive meaning in what is being learned; (3) good sequence in planning learning helps students relate new knowledge to previously acquired knowledge and skills; (4) students should be challenged with assignments and experiences that encourage intrinsic motivation; (5) students need to perceive purpose in learning; (6) students need to develop positive attitudes toward the content and skills being taught; (7) instructors should help students identify and solve problems with the subject matter and skills being taught; (8) students need ongoing experiences which develop critical thinking skills; and (9) students need experiences which develop creative thinking skills. The paper concludes that these principles promote all-around student development and are most effective when the instructor knows the individual student and can integrate individual student interests into instruction. (DB)

ED 417 664 HE 031 120

Murray, Harry G.; Jelley, R. Blake; Renaud, Robert D.
Longitudinal Trends in Student Instructional Ratings: Does Evaluation of Teaching Lead to Improvement of Teaching?
PUB DATE- 96
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, April 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Faculty; Educational Trends; Faculty Development; *Faculty Evaluation; Foreign Countries; Higher Education; *Instructional Improvement; Longitudinal Studies; Social Sciences; *Student Evaluation of Teacher Performance; Trend Analysis
IDENTIFIERS- *University of Western Ontario (Canada)

This study examined effects of student evaluation of faculty teaching for 7 departments in the Faculty of Social Science at the University of Western Ontario over a 21-year period. The sample of teachers included 1322 faculty members who had taught during the next decade; the university's mission statement; an itemization of estimated annual costs of the proposed program; a statement of principles of teaching; and tables providing statistics about Wake Forest University including general facts, trends in undergraduate enrollments, average class sizes by program, comparison of salaries with comparable institutions, and comparison of tuition with selective institutions. (DB)

ED 417 683 HE 031 140

The EFC Formula Book: The Expected Family Contribution for Federal Student Aid, 1998-99.
PUB DATE- 98
NOTE- 69p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Federal Aid; *Federal Programs; Financial Support; Higher Education; *Need Analysis (Student Financial Aid); *Parent Financial Contribution; Self Supporting Students; *Student Financial Aid

This book provides information to the student financial aid community about the calculation of a student's expected family contribution (EFC). An introduction which uses a question-and-answer format gives background information and guidance for using the proper formula to calculate a student's EFC. The following section provides narrative descriptions of the formulas: for a dependent student, for an independent student without dependents other than a spouse, and for an independent student with dependents other than a spouse. The third section presents the worksheets and tables needed for calculating the EFC for all three formulas. The fourth section presents sample case studies with completed forms for each formula. (DB)

ED 417 684 HE 031 143

Marchese, Theodore J., Ed.
AAHE Bulletin, 1996-97.
PUB DATE- 97
NOTE- 142p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *College Instruction; College Role; *Educational Technology; Educational Trends; Futures (of Society); *Higher Education
IDENTIFIERS- *American Association for Higher Education

The 10 issues of this bulletin present reports, reviews and essays on issues concerning the advancement of higher education. Major articles include: "Learning, Teaching Technology"--an interview with Diana Laurillard of Britain's Open University; "Learning, Technology, and the Way We Work" (Russ Edgerton and Barbara Leigh Smith); "Implementing the Seven Principles--Technology as Lever" (Arthur W. Chickering and Stephen C. Ehrmann); "A Nation of Architectural Illiterates" (Lee D. Mitgang); "'Dear AAHE Colleagues': AAHE's President Brings His Twenty-Year Tenure to an End" (Russell Edgerton); "The Pedagogical Colloquium: Focusing on Teaching in the Hiring Process" (Pat Hutchings); "A Report from the Stanford History Department" (Richard Roberts); "Scholars in of Technology (Canada). A Technology-Based Model for Information Technology" (Ken Takagaki); (3) "The University Level Training Program of the Information Technology" (Phan Dinh Dieu); (4) "Using the World Wide Web in Education and Training" (James Kow Kim Song); Session 2--(5) "Multimedia Education" (Tran Van Hao, Ngo Huy Hoang); (6) "Educational Multimedia in a Networked Technology" (Antony Bates); (7) "Production of Interactive Multimedia Packages" (Tran Minh Phuong); (8) "Digital Signal Processing Applied in Multimedia" (Tran Cong Toai, Tran Hoang Buu, Dang Xuan Hieu); Session 3--(9) "Courseware Engineering" (Nguyen Thanh Son, Ngo Ngoc Bao Tran, Quan Thanh Tho, Nguyen Hong Lam); (10) "Machine Discovery Theorems in Geometry: A Helpful Tool in Teaching Geometry" (Hoang Kiem, Vu Thien Can); (11) "Model of Problems in Analytic Geometry and Automatically Solving" (Do Van Nhon); (12) "Heuristic Based Scheduling in High School" (Nguyen Duc Thang); (13) "A Model of Knowledge of Analytic Geometry" (Do Van Nhon); Session 4--(14) "Impacts of Information Technology in Education and Training" (Vuong Thanh Son); (15) "Management Changes in the Information Age" (Pattrick Tantribeau); (16) "Restructuring the University for Technology Change" (Antony Bates); (17) "Interactive Multimedia Technology Contributing in Solving the Problem of National Education" (Tran Ha Nam); (18) "Information Technology Will Transform the University" (Wm. A. Wulf); Session 5--(19) "Distance Education at University of Hawaii" (David Lassner); (20) "An Approach to Distance Education by Using Network Technology" (Dam Quang Hong Hai); (21) "About the Ways To Solve Shortage of IP Address" (Phan Cong Vinh); (22) "Introduction to a Very Large Database" (Do Hoang Cuong); Session 6--(23) "Knowledge Based Approach for English Vietnamese Machine Translation" (Hoang Kiem, Dinh Dien); (24) "A Learning Algorithm for Feature Selection Based on Genetic Algorithms Approach" (Nguyen Dinh Thuc, Le Hoai Bac); (25) "Artificial Neural Network for Color Classification" (Tran Cong Toai); (26) "Synthesizing and Recognizing Vietnamese Speech" (Hoang Kiem, Nguyen Minh Triet, Vo Tuan Kiet, Luu Duc Hien, Bui Tien Leu); (27) "On-line Character Recognition" (Nguyen Thanh Phuong); (28) "Data Mining and Knowledge Acquisition from a Database" (Hoang Kiem, Do Phuc); and (29) "Genetic Algorithm for Initiative of Neural Networks" (Nguyen Dinh Thuc, Tan Quang Sang, Le Ha Thanh, Nguyen Thanh Son). (SWC)

ED 417 703 IR 018 770

Information Technology in Education and Training (IT EDU98). Proceedings, Session 1.

PUB DATE- 98
NOTE- 29p.; For entire Proceedings, of which this is one untitled session, see IR 018 769. For sessions 1-6, see IR 018 770-775.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Software; Distance Education; *Educational Improvement; *Educational Technology; Foreign Countries; Futures (of Society); *Information Technology; Microcomputers; Technological Advancement; World Wide Web

The first session of IT EDU98 consisted of four papers and was chaired by Dong Thi Bich Thuy (University of Natural Sciences, Ho Chi Minh City, Vietnam). "Technology for Learning: The Present and Future in the United States" (Thomas Owens, Carolyn Cohen) focuses on how technology is changing learning, looks at the most promising opportunities as well as concerns, and appendix A-E with reproducible forms and activities. Contains references and index. (AEF)

ED 417 722 IR 056 947

Ostrow, Stephen E.
Digitizing Historical Pictorial Collections for the Internet.
PUB DATE- 98
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Information; *Internet; *Library Automation; *Library Collection Development; Library Material Selection; *Library Technical Processes; Nonprint Media; *Photographs
IDENTIFIERS- *Digital Collections; *Digital Technology

This report is one in a series from the Council on Library and Information Resources that explores the issues and problems that institutions must address when undertaking digital conversion projects. The focus of this report is on projects that mean to provide widespread access over the Internet to large historical pictorial collections, using an expandable base of digital files on a server. Topics addressed include: how the use of digitized surrogates can differ from, as well as complement, the use of original primary resource materials; criteria for selecting items and collections for digital conversion; associated issues raised by providing digitized access over the Internet, including fair use, reproduction rights, and the creation of bibliographical records for digital images; and implications for preservation. Contents: (1) The Nature and Use of Historical Pictorial Collections; (2) Observations about Images in a Digital Environment; (3) Digitizing Historical Pictorial Collections; (4) Beyond Images: Rights and Records; (5) What to Digitize: The Questions to Ask; (6) Conclusion. Appended are the Library of Congress, NDLP Project Planning Checklist and the Copyright and Other Restrictions Which Apply to Publication and Other Forms of Distribution of Images: Sources for Information. (AEF)

ED 417 723 IR 056 948

McRae, Linda, Ed.; White, Lynda S., Ed.
ArtMARC Sourcebook: Cataloging Art, Architecture, and Their Visual Images.
PUB DATE- 98
NOTE- 287p.; "On behalf of the Art Libraries Society of North America."
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - General (050),Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- Access to Information; Architecture; *Art; *Cataloging; Classification; Information Management; Library Catalogs; Museums; Nonprint Media; *Online Catalogs; *Visual Arts; Visual Stimuli
IDENTIFIERS- *MARC

Profiling the proven cataloging methods of experts from libraries, art galleries, museums, and other institutions, this sourcebook outlines cataloging techniques for a wide variety of resources from ancient artifacts to architectural drawings. A data dictionary of relevant MARC fields is also included, along

Analysis; *Womens Education
IDENTIFIERS- Impact Studies

This book reports two scientific studies of the frequency of discrimination against women and the physical and mental health impacts of discrimination. The preface and introduction contain an overview of the studies, which examined a sample of women selected to represent educational, racial, economic, and age diversity, and a summary of existing scientific evidence of sex discrimination in health care, salaries, and work. The following items are included in part 1 (the first six chapters): rationale for and content of the 20-item Schedule of Sexist Events (SSE) that served as the survey instrument; results of administering the survey to the two samples (which consisted of 631 and 652 women, respectively); physical and psychiatric symptoms experienced by the women; and a theoretical model of how sexist discrimination impacts women's mental and physical health. The following papers constitute part 2 (chapters 7-8: "Coping with Sexist Discrimination: Toward Recovery and Resistance" (Phyllis Bronstein); "Individual and Collective Action: Social Approaches and Remedies for Sexist Discrimination" (Bernice Lott, Lisa M. Rocchio); and part 3 consisting of the paper "Legal Approaches to Sex Discrimination" (Lynne A. Wurzburg, Robert H. Klonoff). Fifty-two tables/figures are included. Appended is an explanation of the statistical analysis techniques used. Contains 273 references. (MN)

ED 417 276 CE 075 953

Harrington, Lois G.
Making Connections: A Curriculum Ideabook for Teachers of Applied Academics and Industrial & Engineering Systems.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Adult Education.
PUB DATE- 98
NOTE- 213p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Academic Education; Annotated Bibliographies; *Articulation (Education); Classroom Techniques; *Competency Based Education; Computer Uses in Education; Cooperative Planning; Curriculum Development; Education Work Relationship; Educational Cooperation; Educational Resources; Educational Strategies; *Engineering Technology; High Schools; *Integrated Curriculum; Interdisciplinary Approach; Internet; Learning Activities; Models; Postsecondary Education; Resource Materials; Systems Approach; Teacher Role; Tech Prep; Technology Education; *Trade and Industrial Education; World Wide Web
IDENTIFIERS- *Ohio; Secretarys Comm on Achieving Necessary Skills

This document is designed to help vocational/tech prep and applied academics teachers plan and present their subject matter in a more integrated manner. The introduction presents the rationale for the ideabook. It is designed to help teachers modify their instructional program to more closely match the demands and realities of the real world. The document's four sections are: "About Vocational-Academic Integration" (the integration continuum and the infusion, linked, and multidisciplinary strategies); "Integration Ideas: Activities and Strategies" (teach thinking strategies; use authentic assessment tools such as portfolios and performance assessments; use rubrics; use periodicals; simulate the seeking work will need to know how to use the Web as a tool for enhancing their job performance. The enhanced global communication made possible through Internet technology and the increase of marketing plans combining electronic commerce with traditional marketing initiatives have significantly altered sales, marketing, and public relations jobs. The advent of interorganizational networks ("intranets") has provided a way of making information available to members of organizations while keeping it away from outsiders and have also emerged as a vehicle for continuing education and training of staff. Websites are helping job seekers conduct more efficient job searches. Web-based recruitment is growing as fast as Web-based job search. In addition to introducing new duties and responsibilities to existing jobs, the Web has also led to the creation of new jobs. Webmaster, website developer, network systems administrator, programmer, and customer service representative are among the high-demand Web-related jobs that offer opportunities for continued growth and development and promise high salaries. Contains a 17-item annotated bibliography of related resources. (MN)

ED 417 295   CE 075 978

Brown, Bettina Lankard
The Future of Career Development. Myths and Realities.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Age Discrimination; *Career Development; *Career Education; Contracts; *Educational Needs; Educational Trends; *Employment Patterns; *Employment Practices; Employment Problems; *Futures (of Society); Tenure; Trend Analysis

Recent changes in the workplace have given rise to the following misconceptions or "myths" about the future of career development: loyalty and job security have disappeared; contingent employment reflects the "end of the job"; and the workplace of the future will continue to be youth focused. In reality, concerns over loyalty and job security have resulted in the increasing popularity of new employment contracts. Unlike traditional contracts, which benefited employees by offering them job security for perseverance on the job, the new contracts benefit employers by locking in valued employees and restricting their mobility. The offer of attractive employment compensations comes with restrictions that protect and benefit the employer. If employees are to ensure employment on mutually acceptable terms they learn to negotiate and develop the skills that employers want. Negotiation of any employment contract is possible. Rather than threatening full-time employment, contingent employment often signals the "beginning of the job" rather than the "end of the job" inasmuch as it places workers in positions that offer them new entries into the workplace and linkages to more traditional, full-time employment. Alternative work arrangements can be particularly attractive to workers who prepare for full-time jobs in fields that are new. The increasing focus on youth in the workplace will result in a labor shortage that will necessitate reversing the focus on youth and turning instead to older workers. (Contains 13 references) (MN) objectives, and resources (state-adopted textbooks and resource books and Future Homemakers of America/Home Economics Related Occupations materials). (KC)

ED 417 313 CE 076 036

Programs of Study and Support Services Guide. Workforce Development Education.
PUB DATE- 97
NOTE- 138p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Career Education; *Course Content; *Curriculum Development; Delivery Systems; *Disabilities; *Education Work Relationship; *Labor Force Development; School Business Relationship; Secondary Education; State Curriculum Guides; Student Organizations; Teaching Methods; *Vocational Education
IDENTIFIERS- *North Carolina

This document was developed to assist local school systems in North Carolina in planning effective and comprehensive workforce development education programs. It contains information about planning, required resources, instructional guidelines, and program area offerings. The guide is organized in three parts. Part I provides a program description for workforce development education programs. Subparts include information related to planning, resources, and guidelines for organizing and managing work-based learning. Part II highlights specific planning information for each workforce program area: middle grades workforce development education, agricultural education, business education, career development, family and consumer sciences education, health occupations education, marketing education, technology education, and trade and industrial education. The information, 6 to 10 pages in length, contain: a program description; design; major program areas; program uniqueness; course offerings from grades 7-12; individual course descriptions (including recommended enrollment and size and hours of instruction); local course options, and an address for more information. Included with the section on career development is a description of industry-education coordination. Part III describes services for special populations. The section includes the following: program description, objectives, description of eligible target groups, definitions of disabling conditions, service delivery strategies, and enrollment guidelines. Three appendixes contain the following: information on vocational student organizations; the needed form for modification requests for work force development education courses; and the North Carolina Minimum State Graduation and Postsecondary Education Requirements. (KC)

ED 417 314 CE 076 038

Arizona Division of Adult Education Annual Performance Report. Fiscal Year 1996.
PUB DATE- 96
NOTE- 85p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accountability; *Adult Education; *Adult Programs; *Educational Finance; Educational Quality; English (Second Language); High School Equivalency Programs; Illiteracy;

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Cognitive Style; *Homeless People; Individualized Instruction; *Learning Modalities; Learning Processes; *Literacy Education; *Multiple Intelligences; Multisensory Learning; Teaching Methods

In order to reach and teach homeless adults, teachers must acknowledge each student as an individual and take into account the talents and intelligences each person possesses. Students should be encouraged to share their backgrounds, both as a source of improving their self-esteem and as a starting point for enhancing their educational work. Educators in programs that serve homeless adults need to ensure the use of andragological techniques that praise students for the diversity of experiences that each brings to the educational settings and the variety of talents possessed by each student. The concept of multiple intelligences, as advanced by many educational leaders, should be recognized in structuring programs for homeless adults. The following cognitive domains should be taken into account: verbal-linguistic; logical-mathematical; visual-spatial; body-kinesthetic; musical-rhythmic; interpersonal; intrapersonal; and naturalistic. The use of multiple intelligences is one approach to individualization of education that can be taken successfully with homeless adults. (KC)

ED 417 333 CE 076 076

Wieler, Susan S.; Bailey, Thomas R.
Going to Scale: Employer Participation in School-to-Work Programs at La Guardia Community College.
SPONS. AGENCY- Spencer Foundation, Chicago, IL.
PUB DATE- 97
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Career Education; Case Studies; Community Colleges; *Education Work Relationship; Educational Change; Educational Needs; Educational Objectives; Educational Practices; Educational Strategies; Employers; *Internship Programs; Models; Participation; Partnerships in Education; Program Development; Program Effectiveness; Program Improvement; *School Business Relationship; Two Year Colleges; *Vocational Education; Work Experience Programs
IDENTIFIERS- *City University of New York La Guardia Comm Coll

The internship program at La Guardia Community College (New York) confirms the possibility of achieving the level of employer participation required for the success of an educational reform movement centered on work-based learning. The La Guardia program, which has existed for 25 years and has provided 1,800-2,000 internships annually, shares its basic philosophy and fundamental characteristics with the educational strategy of the 1994 School-to-Work Opportunities Act and related state-funded activities. Among the lessons the La Guardia program holds for the broader school-to-work movement are the following: (1) an internship program involving hundreds of thousands of placements and hundreds of employers can be run successfully if program staff work to maintain a relatively small core group of large employers willing to provide many internships quarter after quarter; (2) because self-interest rationale behind adopting the standards: reasons for seeking certification, expected benefits, and different considerations by type of ET organization. Then, it highlights the main interpretation problems, explains the terminology, and proposes a more logical rearrangement of the paragraphs of the standards. Chapter 4 includes a detailed discussion and interpretation of every paragraph of ISO 9001. Practical suggestions for implementing the requirements are provided throughout the text. Chapter 5 discusses implementation issues. It indicates the minimum requirements before launching a certification exercise, summarizes positive and negative messages emerging from implementing the standards in ET institutions, and gives a qualitative overview of the benefits resulting from successful certification. Chapter 6 presents overall conclusions, one of which is that it will be the market which will decide whether the cost of ISO 9000 certification is worthwhile, whether its benefits will outweigh the drawbacks, and whether any other national or international quality scheme is more appropriate. (Contains 60 references.) (YLB)

ED 417 351 CE 076 114

Van den Berghe, Wouter
Indicators in Perspective. The Use of Quality Indicators in Vocational Education and Training. CEDEFOP Document.
PUB DATE- 97
NOTE- 77p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Educational Assessment; *Educational Quality; Foreign Countries; *Job Training; Postsecondary Education; *Quality Control; Secondary Education; *Standards; *Total Quality Management; *Vocational Education
IDENTIFIERS- *European Union

Indicators are used in quite different ways in vocational education and training, from control and accountability to performance and quality purposes. A classification model has been proposed in which many indicators can fit. It is based on two important dimensions of indicators: (1) the "message" relating to the information content, meaning, and signification of the indicator and (2) the "purpose" relating to the function and use of the indicator. Four main areas on the scale for the message dimension are as follows: exclusively descriptive, management and policy, performance, and quality. Three areas on the scale for the purpose dimension are indicators used for analysis, used for communication, and with a normative purpose. The two main driving forces for the use of indicators are public authorities and institutions. International and European achievements in the work on quality indicators are illustrated by the following: the Organization for Economic Cooperation and Development's INES (Indicators of National Education System) project, the Eurostat key data, and the European Training Foundation key indicators on vocational education and training (VET). At the level of VET institutions, a wide range of performance and quality indicators have been developed across Europe in the Netherlands, Italy, Portugal, Denmark, and Western Australia. The advantages of using quality indicators can be achieved only if 10 conditions---5 design requirements and 5 requirements for processing and use--are met. (Appendixes contain 77 references, design methodology for quality indicators, and glossary.) (YLB)

ED 417 352 CE 076 115

PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Benchmarking; Change Agents; Credentials; *Educational Practices; Elementary Secondary Education; Ethics; Intervention; Models; Needs Assessment; Problem Solving; Professional Education; Public Policy; *Pupil Personnel Services; *School Psychologists; *Standards; Systems Approach
IDENTIFIERS- National Association of School Psychologists; Problem Solving Assessment; Professionalism

Increasingly, school services are being guided by a problem solving approach and are evaluated by the achievement of positive outcomes. This shift is explored here in 96 chapters and 11 appendices. The volume provides a comprehensive reference relating contemporary research and thought to quality professional services. Part 1, "Professional Issues," has sections on the profession and professional supervision and leadership. Topics include ethics, legal issues, governmental relationships, and maintaining professional effectiveness. Part 2, "Focus on Systems," is divided into sections on supporting system functioning, and system level interventions. Some broad-based educational interventions are also included. Part 3, "Focus on Individualized Services," contains 55 chapters, grouped under " The Problem Solving Approach," "Assessment Domains for Intervention Planning," "Student Interventions," and "Specific Populations." Topics include progress monitoring, designing interventions, and measuring intervention effectiveness, as well as specific interventions. Part 4 (appendices) provides ethical guidelines, standards, position statements, state certification and licensing standards, a listing of training programs, and lists of medications used to treat children and adolescents. Each chapter contains a list of citations and at least five suggested readings. (EMK)

ED 417 371 CG 028 347

Bear, George G., Ed.; Minke, Kathleen M., Ed.; Thomas, Alex, Ed.
Children's Needs II: Development, Problems and Alternatives.
SPONS. AGENCY- National Association of School Psychologists, Bethesda, MD.
PUB DATE- 97
NOTE- 947p.
LANGUAGE- English
EDRS Price- MF6 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Child Health; *Childhood Needs; Classroom Techniques; Educational Practices; Educational Research; Elementary Secondary Education; Family School Relationship; Individual Development; Intervention; Models; Needs Assessment; *Pupil Personnel Services; *School Psychologists; *Student Development
IDENTIFIERS- National Association of School Psychologists

The expanding needs of children today demand effective prevention and treatment programs. Some model programs that address these needs are described here. Schools are now being called upon to serve a population with a tremendous multiplicity of physical, social, emotional, and academic problems in an atmosphere of public dissatisfaction with education. If reforms are to be realized, school psychologists will need to shift time away from psychoeducational assessment toward the promotion of tutoring will guide even the most inexperienced volunteer. The book provides specific suggestions and strategies for each segment of the session and reassures volunteer tutors at every step. A section at the end of each chapter explains how trainers can best teach tutors to use the strategies. After an introduction, chapters in the book are (1) Where To Begin: What Do Tutoring Sessions Look Like?; (2) Understanding the Complexity of Reading; (3) Reading and Writing Development; (4) General Principles of Tutoring; (5) Recording Oral Reading; (6) Learning from Children's Writing; (7) Assessing Comprehension; (8) Reading Easy Books; (9) Reading the New Book; (10) Writing; (11) Minilessons; (12) Reading Challenging Books; (13) Helping Struggling Readers beyond the Tutoring Session; and (14) Organizing Tutoring Programs. Contains 85 references. (RS)

ED 417 391 CS 013 128

Reading Coaches: Creating a Session. Basic Training Series.
SPONS. AGENCY- Corporation for National Service, Washington, DC.
PUB DATE- 98
NOTE- 20p.; Project funded through the Kentucky Community Service Commission. For companion manual,"Presenting a Session," see CS 013 129.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Childrens Literature; Discussion (Teaching Technique); Elementary Education; Program Descriptions; *Reading Aloud to Others; *Reading Improvement; Reading Strategies; *Tutoring; Vocabulary Development
IDENTIFIERS- Conversation; Trade Books

Part of a basic training series, this booklet describes creating a Reading Coaches (tm) session based on the simple concept of reading good books with children while engaging them in conversation about the book. The booklet notes that exemplary practices found in the SLICE-CORPS program (an AmeriCorps program) were synthesized to develop the Reading Coach model. After an introduction and a list of the core principles of the Reading Coaches program, the booklet describes the three steps of the student intake process, and the roles and responsibilities of Reading Coaches and Reading Coach Facilitators. The booklet then describes each of the Reading Coaches phases in creating a session plan: Coaching Data (documenting the book shared during the coaching session); the "before reading" phase (introducing the book and identifying target words); the "during reading" phase (building oral vocabulary and prediction questions); the "after reading" phase (presenting conversation questions and follow-up activities); and the comment section (providing feedback to the facilitator to improve session plans). (RS)

ED 417 392 CS 013 129

Reading Coaches: Presenting a Session. Basic Training Series.
SPONS. AGENCY- Corporation for National Service, Washington, DC.
PUB DATE- 98
NOTE- 20p.; Project funded through the Kentucky Community Service Commission. For a companion manual, "Creating a Session," see CS 013 128.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

Picture Books: An Annotated Bibliography with Activities for Teaching Writing. Fifth Edition.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 178p.; "With contributions from Vicki Spandel and teachers across the country."
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Class Activities; Elementary Education; Internet; Lesson Plans; *Picture Books; *Writing Instruction; *Writing Skills
IDENTIFIERS- *6 Trait Analytical Scoring Model

This book presents bibliographic annotations of 202 picture books and 53 activities for teaching writing. The first part of the book is arranged alphabetically by author within categories of six traits of writing in the analytical assessment model: ideas and content (clarity and focus, rich and vivid details, and a clear sense of purpose), organization (enticing lead, strong transitions with easy-to-follow sequencing, and a powerhouse conclusion), voice, word choice, sentence fluency, and conventions. Picture books annotated in the bibliography were published between 1976 and 1997. The second part of the book is a collection of teaching activities and lessons organized by trait as well. Contains three general references and two web pages as a start to "surf the net" for other resources. (RS)

ED 417 411 CS 216 234

Blank-Libra, Janet
Bloom's Taxonomy and Journalism Conjoin To Improve Students' Questioning Practices.
PUB DATE- 97
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Classification; Classroom Techniques; Cognitive Processes; Communication Skills; *Critical Thinking; Higher Education; Journalism; *Journalism Education; Learning Strategies; *Questioning Techniques; Student Improvement; Teaching Methods; *Thinking Skills
IDENTIFIERS- *Blooms Taxonomy

This paper investigates the need for the infusion of critical thinking instruction into the teaching of the journalistic practice of questioning. Given research done in the area of questioning, it seems probable that critical thinking instruction could enable students to employ self-directed thinking skills that would allow them to ask better questions. The paper offers a description of Bloom's Taxonomy and how it might be used to facilitate better development of students' questioning abilities. (Contains a table of data and 55 references.) (Author/CR)

ED 417 412 CS 216 235

Medina, Suzanne L.
Teaching Academic Essay Writing: Accelerating the Process.
PUB DATE- 94
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

PUB TYPE- Dissertations/Theses - Master Theses (042),Reports - Research/Technical (143)
DESCRIPTORS- *Classroom Communication; Classroom Research; *Critical Thinking; Discussion (Teaching Technique); Elementary Education; *Learning Strategies; *Questioning Techniques; Reading Instruction; *Teacher Role; *Thinking Skills
IDENTIFIERS- *Question Types

This study examined the types of questions teachers are asking in their classrooms to help promote critical thinking. To do this, 12 teachers representing kindergarten through fifth grade were asked to tape record 3 reading lessons. The lessons were examined and a tally was taken as to the types of questions asked: lower-level or higher-level. The results indicated that teachers are varying the types of questions asked to aid their students' critical thinking. The total percentage of the higher-level questions was significantly higher than the percentage of the lower-level questions. (Contains 2 tables of data and 50 references.) (Author/NKA)

ED 417 432 CS 509 770

Blackadar, Patricia M.
Classroom Behavior Techniques.
PUB DATE- 98
NOTE- 71p.; M.A. Research Project, Kean University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Classroom Techniques; Comparative Analysis; *Discipline; *Discipline Policy; Elementary Education; Punishment; Sanctions; *Student Behavior; Suburban Schools; *Teacher Role; Teacher Surveys; Teaching Methods; Urban Schools
IDENTIFIERS- Elizabeth City School District NJ

The purpose of this study was to determine if there was a significant difference among disciplinary procedures used among urban and suburban teachers. Thirty-eight elementary school teachers of grades K-5 were asked to complete questionnaires on classroom control techniques. Of this group, 19 teachers taught in the urban school district of Elizabeth (New Jersey), and 19 taught in the suburban school district of Long Hill Township (New Jersey). Raw data was converted to percentages. Results indicated that there were some differences between the urban and suburban school teachers in terms of disciplinary techniques used. Suburban teachers listed a greater number of systems for gaining student compliance than did the urban teachers, but teachers from both districts listed behavior modification, praise, eye contact, talking privately to the student, and calling the parent. The study also evaluated attitudes of teachers towards their students. Findings suggest that suburban teachers indicated a greater satisfaction with the cooperation, motivation, and abilities of their students, while the urban teachers indicated a more positive attitude toward teaching as a profession. (Contains 10 tables of data and 29 references; a sample questionnaire and related research are appended.) (Author/CR)

ED 417 433 CS 509 771

Sauls, Samuel J.
Aspects Fostering the Programming of Today's College Radio Station: The Advisor's Perspective.
PUB DATE- 98
NOTE- 19p.; Paper presented at the Annual Meeting of the

Psychology, Language, and Knowledge; (6) Forked Tongues, Otherness, and Understanding; (7) Language and Reality: The Work of Benjamin Lee Whorf; and (8) A Point of Departure. (NKA)

ED 417 451 CS 509 793

Pisoni, David B.
Research on Spoken Language Processing. Progress Report No. 21 (1996-1997).
SPONS. AGENCY- National Institutes of Health (DHHS), Bethesda, MD.
PUB DATE- 97
NOTE- 637p.
LANGUAGE- English
EDRS Price- MF03/PC26 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Research/Technical (143)
DESCRIPTORS- *Deafness; Error Analysis (Language); Higher Education; *Language Processing; Memory; *Speech Communication; Word Recognition
IDENTIFIERS- Cochlear Implants; *Indiana University Bloomington; *Speech Perception; Speech Research

This 21st annual progress report summarizes research activities on speech perception and spoken language processing carried out in the Speech Research Laboratory, Department of Psychology, Indiana University in Bloomington. As with previous reports, the goal is to summarize accomplishments during 1996 and 1997 and make them readily available. Some papers in the report are extended manuscripts that have been prepared for formal publication, others are short reports of research. The extended manuscripts are: "Speech Perception" (R. Wright and others); "Looking at the 'Stars': A First Report on the Intercorrelations among Measures of Speech Perception, Intelligibility and Language Development in Pediatric Cochlear Implant Users" (D.B. Pisoni and others); "Measures of Phonological Memory Span for Sounds Differing in Discriminability: Some Preliminary Findings" (M. Cleary); "Static vs. Dynamic Faces as Retrieval Cues in Recognition of Spoken Words" (L. Lachs); "Some Observations on Working Memory Tasks and Issues in Cognitive Psychology" (W.D. Goh); "Familiarity, Similarity and Memory for Speech Events" (S.M. Sheffert and R.M. Shiffrin); "Improvements in Speech Perception in Prelingually-Deafened Children: Effects of Device, Communication Mode, and Chronological Age" (T.A. Meyer and others); "Predicting Open-Set Spoken Word Recognition Performance from Feature Identification Scores in Pediatric Cochlear Implant Users: A Preliminary Analysis" (S. Frisch and D.B. Pisoni); "Lexical Competition in Spoken English Words" (S. Amano); and "Some Computational Analyses of the PBK Test: Effects of Frequency and Lexical Density on Spoken Word Recognition" (T.A. Meyer and D.B. Pisoni). Among the short reports are "Cognitive Factors and Cochlear Implants: An Overview of the Role of Perception Attention, Learning and Memory in Speech Perception" (D.B. Pisoni); "Performance of Normal-Hearing Children on Open-Set Speech Perception Tests" (M. Kluck and others); "Effects of Talker, Rate and Amplitude Variation on Recognition Memory for Spoken Words" (A.R. Bradlow and others); "Acoustic, Psychometric and Lexical Neighborhood Properties of the Spondaic Words: A Computational Analysis of Speech Discrimination Scores" (T.A. Meyer and others); "Effects of Alcohol on the Production of Words in Context: A First Report" (S.B. Chin and others); "Intelligibility of Normal Speech II: Analysis of Transcription Errors" (A.T. Neel and others); "Some Observations on Neighborhood Statistics of Spoken English Words" (S. Amano); "Sensory Aid and Word study's key questions include: "What was the extent of available funds and expenditures for public school districts in Mississippi?"; and "What is the relationship between available funds and local and state expenditures for school districts in the state?" Data analysis of state funding revealed that disparities do exist in terms of valuation per pupil. Disparities also exist between the wealthiest and poorest school districts' financial resources, as well as in educational opportunities. It was found that local financial support influences student achievement in a positive manner. Schools with superior accreditation levels tend to spend more money per pupil, and most of the achievement variables were significantly related to local and state per pupil expenditure. Interestingly, those school districts where the citizens of the district taxed themselves at a higher rate tended to be accredited at higher levels and students tended to achieve more. (RJM)

ED 417 472 EA 028 934

Maithufi, I. P.
The South African Schools Act of 1996: A Break with the Past.
PUB DATE- 97
NOTE- 15p.; Shortened version of Chapter 9 in "The Law of Children and Minors in South Africa," J. A. Robinson, ed., Butterworths, 1997.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Desegregation Methods; *Educational Change; Educational Environment; *Educational Innovation; Elementary Secondary Education; *Federal Legislation; Foreign Countries; Government School Relationship; Parent School Relationship; *School Administration; School Community Relationship; School Policy
IDENTIFIERS- *South Africa

Education in South Africa underwent major changes with the passage of the South African Schools Act of 1996. The details of this act and some of its consequences are outlined in this report. The paper opens with the particulars of the act and delves into the act's wording, asking "What is basic education?" and "What is meant by 'equal access to educational institutions?'" The report then moves to children and school law, focusing on the position of children and the law. The act was intended to abolish the previous racially based education system in South Africa and thus facilitate the democratic transformation of education. Some of the various issues discussed include admission and compulsory attendance; truancy, suspension, and expulsion; corporal punishment and other forms of discipline; indemnity, where parents are exempted from the obligation to pay school fees, which may be determined and charged only if a resolution to do so has been adopted by a majority of parents; allegations of cheating and sexual harassment; and the representative council of learners. (RJM)

ED 417 473 EA 028 935

Thompson, Rosie L.; Jones, Louise
A Study of Roles and Responsibilities of Assistant Secondary School Principals.
PUB DATE- 77
NOTE- 16p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Memphis, TN, November

Court's decision. Then it provides an outline of the circumstances surrounding the case and the determination that providing Title I services in private schools is constitutional as long as certain safeguards, such as public employees alone serving as Title I instructors and counselors, are in place. The effective date of the decision is provided and how the Court's ruling will affect the location and types of services are likewise discussed. A description of the contacts and activities in private schools, such as whether it is permissible for Title I teachers to use private school facilities other than the Title I classroom, are detailed, followed by an overview of the use and disposal of mobile vans and how capital expense funds will be affected. (RJM)

ED 417 493 EA 029 004

Broughman, Stephen P.; Colaciello, Lenore A.
Private School Universe Survey, 1995-96. Statistical Analysis Report.
PUB DATE- 98
NOTE- 89p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; *Catholic Schools; Children; *Data Collection; Educational Philosophy; *Enrollment; National Surveys; Parochial Schools; Private Education; *Private Schools; Proprietary Schools; *Religious Education; *Statistical Analysis; Tables (Data)
IDENTIFIERS- *Private School Survey (NCES)

In fall 1995, the United States had 27,686 private elementary and secondary schools. Data on these private schools, organized by school size, school level, religious orientation, geographical region, community type, and program emphasis are presented in this report. The information was collected from the Private School Survey, which was designed to collect data from all private schools in the 50 states and the District of Columbia. The tables contained in the report classify data using three classificatory schemes: private school typology, religious and non-sectarian categories, and association membership. Results show that of the three primary types of private schools--Catholic, other religious, and non-sectarian--other religious schools were the most numerous (47 percent), followed by Catholic schools (30 percent) and non-sectarian schools (23 percent). However, of the approximately 5 million students enrolled in the nation's private schools, Catholic schools had more students (50 percent) than other types of private schools. Regions with the most private schools were the Midwest (27 percent) and South (29 percent). The region with the fewest private schools was the West (21 percent). Eighty percent of the schools emphasized a regular elementary/secondary program. Numerous charts and tables provide additional statistics. (RJM)

ED 417 494 EA 029 006

Fowler, William J., Jr., Ed.
Selected Papers in School Finance, 1996.
PUB DATE- 98
NOTE- 129p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Research/Technical (143)

evaluation and planning. Examples from sessions with each child illustrate the different types of support provided. Evaluation found a qualitative improvement in the students' classroom communicative competence and suggests that the guided participation in classroom discourse yielded appropriate communication strategies, which resulted in reinforcement and internalization. (Contains 24 references.) (DB)

ED 417 512 EC 306 254

Carskadon, Julia H.; Obringer, S. J.
The Vanishing Mildly Retarded Student.
PUB DATE- 90
NOTE- 10p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (New Orleans, LA, November 14-16, 1990).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classification; Definitions; *Disability Identification; Educational Trends; Elementary Secondary Education; Eligibility; *Incidence; *Labeling (of Persons); *Learning Disabilities; *Mild Mental Retardation; Student Evaluation; Trend Analysis

This paper examines statistics that appear to show a 20 percent decline in the number of students identified as mildly mentally retarded. Evidence is provided which suggests that the primary reason for these declining figures is that these children are being classified as learning disabled. Relatively loose criteria for the learning disabilities category and stringent criteria for mental retardation are seen as contributing to this trend in student classification. Statistics from California and Texas support this trend. In addition, evaluation requirements designed to eliminate over-representation of minority students in educational programs for children with mild mental retardation are credited with contributing to this reclassification trend. The paper concludes that the actual prevalence of mental retardation probably remains between 2.3 and 2.5 percent, but that these students have been commingled with other student populations. It is feared that inappropriate placement and unrealistic goals for these students may be the ultimate result. (DB)

ED 417 513 EC 306 255

Barron, Marcia L.; Obringer, S. John
The Intellectual Functioning of Children with Myelomeningocele.
PUB DATE- 87
NOTE- 19p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Mobile, AL, November 1987).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Ability; Individual Differences; Intelligence; *Intelligence Quotient; *Medical Services; *Mental Retardation; *Neurological Impairments; Severity (of Disability); Special Health Problems; *Spina Bifida; Trend Analysis
IDENTIFIERS- Wechsler Intelligence Scale for Children (Revised)

This study compared the cognitive abilities of children with

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 98
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Standards; Case Studies; *Disabilities; Economic Factors; *Educational Change; Educational Finance; Educational Improvement; Educational Innovation; *Educational Policy; Elementary Secondary Education; Policy Formation; *Program Costs; School Districts; *State School District Relationship; *State Standards

This report discusses findings from case studies in California, Missouri, New Mexico, and Pennsylvania that examined ways in which state-level general and special education reforms interact, impact local districts, and affect the educational programs for students with disabilities. Chapter 1 reviews two major state-level priorities for education in the four states: raising education standards and containing education costs. It then explores the effects of state cost-containment measures on local school districts. Chapter 2 focuses on how school districts are responding to state-generated standards-based reforms, and discusses why the kinds of policy actions that the states are taking to reform education are not necessarily the kinds of actions that are most likely to influence local educational practices. It reviews the immediate pressures that the districts must address as they improve their educational programs, and how this leads the districts in directions that may not match up with state education priorities. Chapter 3 looks at the innovations and the variability that arise as the districts invent their own approaches to serving students with disabilities in the absence of clear state guidance. The report concludes with issues that states should consider to increase the impact of standards-based reform. (Contains 59 references.) (Author/CR)

ED 417 532 EC 306 274

McEwan, Elaine K.
The ADHD Intervention Checklist.
PUB DATE- 98
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Attention Deficit Disorders; Behavior Change; *Check Lists; Classroom Communication; Classroom Environment; Classroom Techniques; Elementary Secondary Education; Homework; *Hyperactivity; *Interpersonal Competence; Intervention; Self Management; Skill Development; Teacher Behavior; Teacher Student Relationship
IDENTIFIERS- *Academic Accommodations (Disabilities)

This checklist assists in adapting and structuring all aspects of classroom life to better meet the needs of students with attention deficit hyperactivity disorder (ADHD). The checklist is divided into seven sections: (1) environmental interventions (changes in the physical setting that will increase the likelihood of increased learning); (2) academic interventions (modification of classroom procedures and expectations for the students); (3) instructional interventions (changes in teacher

and Educational Practice. Volume 4.
PUB DATE- 97
NOTE- 290p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Biological Influences; Blacks; *Cognitive Ability; Environmental Influences; Evaluation Methods; *Intelligence; *Intelligence Differences; Intelligence Quotient; *Intelligence Tests; Neurological Organization; *Racial Differences; *Sex Differences; Whites
IDENTIFIERS- *G Factor

This book contains papers that discuss the "g factor" (general intellectual capacity) in discerning intelligence and how to influence the development of intelligence. The g factor relates to the theory that individuals who do well on one mental ability test tend to do well on other mental ability tests due to an innate ability. Chapters include: (1) "Psychometric g and the Race Question" (Arthur R. Jensen), which summarizes research into differences between black and white performance on psychometric mental ability tests; (2) "Race and Sex Differences in Brain Size and Cognitive Ability" (J. Philippe Rushton and C. Davison Ankney); (3) "On the Comparative Generality of 'g'" (Charles Locurto); (4) "Infant Cognition and General Intelligence" (D. Wayne Mitchell and John Colombo); (5) "Intelligence: The New Look" (H. J. Eysenck); (6) "The Mental Speed Approach to the Assessment of Intelligence" (A.C. Neubauer); (7) "Intelligence, Personality and Information-Processing: An Adaptive Perspective" (Gerald Matthews); (8) "The Concept of 'Intelligence' within Neuropsychology: Comments and Reflections" (Maria Levander); (9) "Contextual and Personal Sources of Individual Differences in Intelligence: Empirical Results" (Rocio Fernandez-Ballesteros, Manuel de Juan-Espinosa, Roberto Colom and Maria Dolores Calero); and (10) "On the Boundaries of the Acceleration of the Development of Intelligence" (Johannes Kingma and Welko Tomic). (Each chapter contains references.) (CR)

ED 417 551 EC 306 297

Buehler, Bruce
Linking Medicine & Education for the Child with Special Needs. What We Know...How We Teach. Videotape .
PUB DATE- 98
NOTE- 0p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Non-print Media (100)
DESCRIPTORS- Attention Deficit Disorders; Autism; Developmental Disabilities; *Disabilities; Drug Therapy; Elementary Secondary Education; Hyperactivity; *Inclusive Schools; Mainstreaming; Medical Services; Neurology; Prenatal Drug Exposure; Prenatal Influences; Prevention; *Special Health Problems; Staff Development; *Teamwork; *Theory Practice Relationship
IDENTIFIERS- Fragile X Syndrome

This 34-minute videotape on meeting the special medical needs of children is intended for use in staff development with special educators, regular educators, and school nurses serving children with special health care needs in inclusive school settings. Emphasis is on linking "what we know" in the field of

DESCRIPTORS- *Evaluation Criteria; Evaluation Methods; Higher Education; Lifelong Learning; *Physical Disabilities; *Physical Therapists; *Physical Therapy; *Portfolio Assessment; Professional Development; Qualifications; Self Evaluation (Individuals); Standards
IDENTIFIERS- *Nova Southeastern University FL

This guide presents portfolio criteria and a corollary assessment instrument for physical therapy students enrolled in the Nova Southeastern University Physical Therapy Program. The paper begins by listing the program's desired outcomes for its graduates, the definition of physical therapy, the components of a portfolio, and providing a glossary of relevant terms. The use of portfolios in perpetuating reflective learning processes and facilitating lifelong learning and professional development is also discussed. The next section presents the rationale and objectives of a physical therapist portfolio and the ten generic abilities that constitute the main structural framework of the development of the portfolio, including: (1) commitment to learning; (2) interpersonal skills; (3) communication skills; (4) effective use of time and resources; (5) use of constructive feedback; (6) problem solving; (7) professionalism; (8) responsibility; (9) critical thinking; and (10) stress management. Content and design suggestions are provided. Appendices include NSU mission and philosophy statements, Commission on Accreditation of Physical Therapy education criteria, rating summary forms, and feedback rating forms. (Contains 31 references.) (CR)

ED 417 569 EC 306 316

Ramsey, Claire L.
Deaf Children in Public Schools: Placement, Context, and Consequences. Sociolinguistics in Deaf Communities. Volume 3.
PUB DATE- 97
NOTE- 125p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Classroom Environment; *Deafness; Educational Objectives; Educational Planning; *Inclusive Schools; Instructional Design; *Instructional Effectiveness; Interpersonal Competence; Mainstreaming; *Outcomes of Education; Primary Education; *Public Schools; Regular and Special Education Relationship; Self Contained Classrooms; *Student Placement

This book discusses the outcomes of a study exploring the institutional forces that identified educational placements for children with deafness at a particular elementary school and the effects of mainstreaming students with deafness in general education classrooms. The study focused on three second-grade boys with deafness and was conducted in two classrooms: the self-contained classroom for the primary-level students with deafness and the regular second-grade classroom where second graders with deafness went each afternoon for their mainstreaming periods. Findings indicate that limited efforts were made to prepare teachers and students to having children with deafness in the general education class and that language barriers to the participation of the children with deafness created conditions which reduced their opportunities to communicate and interact with hearing students. The book concludes that the mere placement of children with deafness and typical children in the same room is a waste of developmental time and a thoughtless burden to place on children with deafness. Is was found that no educational goals were achieved member to establish, coordinate, and promote an information, referral, and follow-up support system for literacy students; offer two in-service sessions in student counseling techniques for 20 tutors already in the literacy program; establish a student support group; recruit five volunteer student supporters; develop a year-round volunteer retention and recruitment campaign; recruit and train 50 tutors; recruit ten students who are parents of young children into the family literacy program; provide free child care to enable four students to attend 40 tutoring sessions; provide 50 student-tutor pairs with free instructional materials purchase 200 low reading level items to begin an extension collection of circulating books at the adult basic education (ABE) center; and promote regular library use among literacy and ABE students. The report summarizes the extent to which each objective was achieved, describes related activities and project highlights, and presents financial information on the project. Substantial related materials are appended. (MSE)

ED 417 588 FL 025 090

Vern, Janet
Project LEAD, October 1, 1992-September 30, 1993. Program Evaluation.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC. Office of Library Programs.
PUB DATE- 93
NOTE- 85p.; For related document, see ED 353 854.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Federal Programs; Library Services; *Literacy Education; Program Effectiveness; Program Evaluation; *Public Libraries; *Reading Instruction; Social Support Groups; *Tutorial Programs; Tutoring; Tutors; Volunteer Training; Volunteers
IDENTIFIERS- *Adrian Public Library MI; Library Services and Construction Act; Tutor Training; Volunteer Recruitment

This report describes and evaluates an adult literacy education program, Project LEAD (Literacy Education and Development), at the Adrian Public Library (Michigan). The project's objectives were to: recruit functionally illiterate adults and provide reading instruction to improve literacy skills; recruit and train 65 additional volunteer tutors and match them with functionally illiterate adults for instruction; support tutor and student participants; and maintain a process by which participants can be phased into adult education classes. The report describes the extent to which these objectives were met, discusses problems and particular successes, and makes recommendations for service improvement. Substantial documentation from the project is appended. (MSE)

ED 417 589 FL 025 091

High Stakes Assessment: A Research Agenda for English Language Learners. Symposium Summary. NCBE Report.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 28p.; Summary of an invitational symposium sponsored by Office of Bilingual Education and Minority Languages Affairs (OBEMLA), U. S. Department of Education (August 26-27, 1997, Washington, DC).
LANGUAGE- English

formation, meaning, style, names, dictionaries and their use); grammar (inflection, grammatical word classes, simple sentences, complex and compound sentences); and discourse (style and grammar, conversation and vocabulary, phraseology). An appended section suggests references for each chapter's topics. Contents are indexed. (MSE)

ED 417 607 FL 025 130

Latin Curriculum Guide.
PUB DATE- 98
NOTE- 190p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Classroom Techniques; Cultural Awareness; *Curriculum Design; *Educational Objectives; Elementary Secondary Education; Fles; *Latin; Second Language Instruction; Second Language Learning; *State Standards
IDENTIFIERS- North Carolina

North Carolina's Latin curriculum guide describes the overarching concepts for Latin study, particularly at the secondary level, and outlines what students should know and be able to do at the beginning, intermediate, and advanced levels. It is designed to provide directions to school districts as they plan and/or continue to improve their Latin language program. It does not prescribe course content, but is designed to be expanded in the local course curriculum. Introductory sections provides background information on national educational and foreign language standards, curriculum origins, considerations in local program design at both elementary and secondary levels, language and cultural components, instructional strategies and techniques, targeted cognitive skills, the role of grammar and translation, use of technology, and the organization of the guide. The guide itself is organized around four goals: communication (understanding written Latin); culture (knowledge and understanding of the Greco-Roman culture); connections/comparisons (relating Latin and the Greco-Roman world to one's own language and culture); and communities (participation in a wider community of languages and cultures). For each of these goal areas, general performance objectives and more specific performance objects and sample activities and assessments are detailed. Supporting materials are appended. (MSE)

ED 417 608 FL 025 131

Schumann, John H.
The Neurobiology of Affect in Language. A Supplement to "Language Learning."
PUB DATE- 97
NOTE- 361p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Caregiver Speech; *Emotional Response; *Language Acquisition; Language Attitudes; *Language Processing; Language Research; Languages; *Learning Motivation; Linguistic Theory; *Neurolinguistics; Psychological Patterns; Second Language Learning; *Second Languages

NOTE- 64p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Bioethics; *Codes of Ethics; Demonstration Programs; *Health Personnel; Health Services; Higher Education; Hospitals; Instructional Materials; Medicine; Moral Values; Nursing; Physician Patient Relationship; *Professional Training; Standards
IDENTIFIERS- Hospital Ethics Committees

This demonstration project provided specialized training to members of newly constituted healthcare ethics committees (HECs) across the United States. Between 1992 and 1996, 25 faculty with experience in healthcare ethics provided on-site training at hospitals and health centers in 54 communities in 32 states. Sixty training modules were developed and implemented during the project. The training programs were attended by more than 650 HEC members, representing medicine, nursing, social work, law, religion, and related professions. At most training sites significant numbers of non-HEC members attended one or more program sessions as well; an estimated 1,500 individuals participated in these programs. Local committee members helped design their programs. Half of the topical sessions were devoted to providing core information required to launch and run effective HECs. Other sessions covered basic ethical frameworks and principles drawn from the fields of bioethics, nursing ethics, or health law. In-depth coverage of bioethics issues associated with direct patient care were also covered in training sessions. Project evaluation results are presented, including participant characteristics and ratings of content and approach, organization and subject matter, instruction and relevance. Appendices include an evaluation form and biographical sketches of faculty members. (SW)

ED 417 628 HE 031 057

Jacobs, Charlotte; Bergen, Merlynn
Program To Diminish Gender Insensitivity and Prevent Sexual Harassment in the Medical Environment.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 95
NOTE- 138p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrators; Attitude Change; Change Strategies; *College Environment; Deans; Department Heads; Educational Environment; Faculty Development; Higher Education; Interpersonal Relationship; *Leadership Training; Medical School Faculty; *Medical Students; *Sensitivity Training; Sex Bias; *Sexual Harassment
IDENTIFIERS- *Stanford University CA

A project at Stanford University Medical School (California) was undertaken to train students to deal effectively with sexism and to promote change by increasing sensitivity of university leaders. Training involved sexual harassment workshops for medical students and faculty, and leadership retreats for deans judgment/perception construct, pharmacy students were likely to favor the perceiving function. The dominant profile for osteopathic and physician assistant students was ESTJ, meaning that they are practical, realistic, with a natural head for business or mechanics. The dominant profile for physical and occupational therapy students was ESFJ, meaning they are warm-hearted, talkative, and interested in things that affect peoples's lives. The dominant profile for pharmacy students was ISTJ, meaning they are serious, thorough, logical, and realistic. The results support the notion that people choose professions partially based on personality traits. (Contains 24 references). (SW)

ED 417 646 HE 031 099

Huffman, John
Adjuncts and Their Din of Inequities: Transforming Complaints into Action and Results.
PUB DATE- 97
NOTE- 10p.; Paper presented at the Forum of the Midwest Modern Language Association (Chicago, IL, November 7, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adjunct Faculty; Change Strategies; *Faculty College Relationship; Higher Education; *Part Time Faculty; *Quality of Working Life; Teacher Employment; *Teacher Employment Benefits; Teacher Salaries; *Teaching Conditions; Work Environment

Underlying barriers to adjunct faculty forming effective communities are time and distance; they spend little time on campus, and there is distance, physically and psychologically, from their peers. There can be no hope of challenging and changing the system without the organizing and focusing of energies. Lessons can be learned from big business. It is important to ask whether teaching is the primary goal of the institution and whether the college could function without adjuncts. Included are 12 critical questions that may be used by adjunct faculty in order to promote change in their status. Some examples of the questions are: Whether or not primary benefits, increased pay or an increased number of full-time positions will solve the problem (individually or combined solutions); Whether or not unionization or guilds would solve their problems; and how to respond to administrators in a "employee at will" atmosphere. (Contains 10 references.) (SW)

ED 417 647 HE 031 100

Hettich, Paul I.; Cleland, Jerry W.; Jewett, David C.
Small Liberal Arts College Seeks Assistant Professor.
PUB DATE- 97
NOTE- 15p.; Paper presented at the Annual Convention of the American Psychological Association (105th, Chicago, IL, August 15-19 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Rank (Professional); Beginning Teachers; *College Faculty; *Faculty Recruitment; Higher Education; *Job Applicants; Liberal Arts; Small Colleges; Teacher Employment;

undergraduate courses in one or more year between 1973-74 through 1993-94. The same 10-item teaching evaluation form was used continuously throughout this period. The evaluation form focused on classroom teaching skills such as explaining clearly, showing enthusiasm, and encouraging student participation. Significant improvement across years was found for 5 of the 7 departments, for the faculty as a whole, and for a fixed group of 72 faculty members who had taught continuously throughout the 21-year observation period. These results, in combination with similar evidence from faculty opinion surveys and field experiments on student feedback, support the view that student evaluation of teaching contributes significantly to improvement of teaching quality. (DB)

ED 417 665   HE 031 121

Diamond, Robert M.
Designing and Assessing Courses and Curricula: A Practical Guide. Second Edition. The Jossey-Bass Higher and Adult Education Series.
PUB DATE- 98
NOTE- 321p.; For the previous edition, see ED 304 056.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *College Curriculum; Course Content; Course Descriptions; Course Evaluation; Course Objectives; Course Organization; *Curriculum Design; *Curriculum Evaluation; Higher Education; *Instructional Development; Student Educational Objectives; Teaching Models

This book is intended to help college faculty effectively design and evaluate courses and curricula. The 16 chapters address the following topics: a learning-centered approach to course and curriculum design; a systematic design model (showing benefits); the decision to begin a curriculum project; getting started; linking goals, courses, and curricula; gathering and analyzing data; developing a design for an ideal course or curriculum; adjusting from the ideal to the possible; clarifying instructional goals and objectives; designing assessment instruments and procedures; designing the learning experience; selecting and using technology; developing a learning-centered syllabus; cultivating a respect for diversity; implementing, evaluation, and refining the course or curriculum; and learning from experience. Attached are the following additional resources: (1) "Questions for Evaluating a College Course" (Richard R. Sudweeks and Robert M. Diamond); (2) case studies in developing learning outcomes; (3) "Mathematics Prerequisites and Student Success in Introductory Courses: Final Report" (William J. Hardin); (4) sample alumni survey for evaluating program effectiveness and needs; (5) additional case studies in course design; (6) "Developing an Institutional Assessment Culture at Truman State University" (Bronwyn Adams); (7) "Qualities of the Liberally Educated Person: A Description of Important Competencies" (Rutgers University- Newark); (8) a sample copyright agreement; and (9) a self-scorable teaching goals inventory. A name and subject index are included. (Contains approximately 100 references.) (DB)

ED 417 666   HE 031 122

Search of Publishers" (Ellen Metter); "When Faculty Try Quality" (Marilla Svinicki and Michelle O'Reilly); "Ethical Principles for College and University Teaching" (Harry Murray et al.); "Rediscovering the Joy of Learning: Special Programs for Retirement-Age Learners" (Kenneth E. Young); "Looking Ahead" (Barbara Cambridge); "Spinning Interinstitutional Webs: The Politics of Entanglement" (W. Bruce Shepard); "'College Goes Global, Eats Boston'--A Fantasy, Right?" (Jay A. Halfond); "Revitalizing the Department Chair" (Richard P. McAdams); "Service Learning in the Disciplines--An Interview with Robert Bringle and Edward Zlotkowski"; "Why Campuses Are Turning 'Green'" (Nan Jenks-Jay); "Crossing Cultures: From College Pres to CEO" (Robert V. Iosue); "Faculty Service Enclaves" (Sharon E. Singleton et al.); "What Higher Education Can Do To Get Better Teachers Into Our Schools" (Carol F. Stoel); "The Campus as Learning Community: Seven Promising Shifts and Seven Powerful Levers" (Thomas A. Angelo); "'High Science' vs. 'Just Selling Magazines'? How the NRC and the 'U.S. News' Graduate Rankings Compare" (Evan Rogers and Sharon J. Rogers); "'New Manager Assimilation' Process" (Ira W. Krinsky and Stephen L. Weber); "Getting To Know Peg Miller," an interview with AAHE's new president (Ted Marchese); "Using Accreditation for Your Purposes" (Edward O'Neil). (DB)

ED 417 685 HE 031 144

Rowley, Daniel James; Lujan, Herman D.; Dolence, Michael G.
Strategic Choices for the Academy: How Demand for Lifelong Learning Will Re-Create Higher Education. The Jossey-Bass Higher and Adult Education Series.
PUB DATE- 98
NOTE- 309p.; Foreword by Robert H. Atwell.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Change Strategies; College Administration; Distance Education; *Educational Technology; *Educational Trends; *Futures (of Society); Higher Education; Information Science; *Lifelong Learning; *Long Range Planning; *Strategic Planning; Technological Advancement; Trend Analysis

This book examines concepts of strategic planning and management for a future in which institutions of higher education must meet the needs of the information age lifelong learner. It attempts to identify the strategic options that academic and administrative leaders need to consider. The book is organized into three parts. Part 1 looks at bases of change and how they affect the academy in four chapters on: pressures on higher education in the information age, strategic change in the wake of controversy, cultivating internal readiness for change, and analyzing global responses to new learning needs. Part 2 examines existing trends and emerging models. The four chapters discuss: serving the lifelong learner, creating a flexible concept of academic organization, achieving strategic fit between strengths and opportunities, and expanding channels for instructional delivery. Part 3 attempts to sketch the future as it can be re-created through strategic choices. The five chapters consider: the new learning infrastructure; the faculty, facilities, and administration of the future; partnerships to produce and transfer knowledge; scenarios and models of the academy of the future; and achieving strategic transformation. (Contains approximately 165 references.) (DB)

ED 417 686 HE 031 145

describes implications for the use of technology in improving educational outcomes. "Computer Systems Technology Programs at the British Columbia Institute of Technology (Canada). A Technology-Based Model for Information Technology" (Ken Takagaki) describes the underlying concepts of the diploma and technology program models, investigates how they result in distinct and viable job entry and career advancement credentials, and suggests how the programs should evolve to keep pace with rapid changes in technology in this high technology and software industry. "Using the World Wide Web in Education and Training" (James Kow Kim Song) looks at using the World Wide Web for distance education and describes "Informatics1" an Internet online service for learners that provides an interactive environment including video conferencing, automated online tests, mock exams, educational resources, chat rooms for group discussions and other technology. The text of the third paper, "The University Level Training Program of the Information Technology" (Phan Dinh Dieu) is not included. (SWC)

ED 417 704 IR 018 771

Multimedia.
PUB DATE- 98
NOTE- 33p.; Session 2 of "Information Technology in Education and Training (IT EDU98). Proceedings"; see IR 018 769. For sessions 1-6, see IR 018 770-775.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Networks; Computer Software; *Courseware; Educational Technology; Elementary Secondary Education; Foreign Countries; *Futures (of Society); *Multimedia Instruction; *Multimedia Materials
IDENTIFIERS- Digital Signal Processing

The second session of IT EDU98 consisted of four papers on multimedia and was chaired by Luu Tien Hiep (Lotus College, Vietnam). "Multimedia Education" (Tran Van Hao, Ngo Huy Hoang) describes "Multimedia Education v. 1.0," an educational software program for elementary school children that uses games to teach counting, spelling, mathematics, geography, memorization, logic, pronunciation, sentence formation, and traffic rules. "Educational Multi-Media in a Networked Society" (Antony Bates) presents a vision of learning in the 21st Century. "Production of Interactive Multimedia Packages" (Tran Minh Phuong) addresses the production steps of interactive multimedia courseware, of which the most important are contents and editing. Experiences are also discussed. "Digital Signal Processing Applied in Multimedia" (Tran Cong Toai, Tran Hoang Buu, Dang Xuan Hieu) provides an introduction to the basic analysis tools and techniques for digital signal processing. (SWC)

ED 417 705 IR 018 772

Educational Software.
PUB DATE- 98
NOTE- 43p.; Session 3 of "Information Technology in Education and Training (IT EDU98). Proceedings"; see IR 018 769. For sessions 1-6, see IR 018 770-775.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.

with data conversion comments. A complete bibliography provides resources. The book is divided into three sections: Part I: Introduction; Part II: MARC Projects: Visual Documents; and Part III: MARC Projects: Original Works. The first part reviews the development of the MARC format and its adaptation for art, architecture, and visual document records. Visual resource collections are grouped together and presented in Part II in chronological order. Part III contains chapters describing object collections representing a variety of institution types--historical archives, museums, and libraries. (Contains 2 appendices. Appendix A: Core Categories for Visual Resources, Version 2.0; Appendix B: Washingtonian II Data Dictionary.) (AEF)

ED 417 724 IR 056 949

Lima, Carolyn W.; Lima, John A.
A to Zoo: Subject Access to Children's Picture Books. 5th Edition.
PUB DATE- 98
NOTE- 1398p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reference Materials - Bibliographies (131)
DESCRIPTORS- *Childrens Literature; Illustrations; *Indexes; Library Collection Development; *Picture Books; Reference Materials; *Selection Tools; Subject Index Terms

This book is a comprehensive guide to children's picture books, and provides the necessary help to make the task easier for teachers, librarians, and parents. It includes more than 18,000 titles cataloged under more than 1,000 subjects. The book can be used to obtain information about children's picture books in two ways: to learn the titles, authors, and illustrators of books on a particular subject, or to ascertain the subject (or subjects) when only the title, author and title, or illustrator and title are known. The book is divided into five sections: Subject Headings; Subject Guide; Bibliographic Guide; Title Index; and Illustrator Index. The subject headings section contains an alphabetical list of subjects in the book, reflecting established terms used commonly in public libraries and including cross-references. The bibliographic guide provides full bibliographic information, with books listed alphabetically by author, or by title when the author is unknown. The title index contains an alphabetical list of all titles in the book, with authors in parentheses, followed by the page number of the full listing in the bibliographic guide. The illustrator index contains an alphabetical list of illustrators, with titles and authors, followed by the page number of the full listing in the bibliographic guide. (SWC)

ED 417 725 IR 056 950

Benson, Allen C.
Securing PCs and Data in Libraries and Schools: A Handbook with Menuing, Anti-Virus, and Other Protective Software.
PUB DATE- 98
NOTE- 252p.; Includes CD-ROM with same title.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Computer Security; Computer Software; *Computer System Design; Information Systems; Internet; Library

workplace; incorporate projects; use demonstrations and discovery; use planning tools that support integration; and devise joint plans with other teachers); "The Information Superhighway" (the Internet, e-mail, Usenet newsgroups; mailing lists; Internet access; mega-websites; and recommended websites); and "Curricular Resources for Applied Academics" (resource catalogs; resources for applied communications, applied mathematics and science, applied mathematics, and applied science; and contact information). Concluding the document are sample pages from the Ohio Department of Education's Occupational Competency Analysis Profile. Three annotated bibliographies included in the document contain a total of 46 print resources and 18 website addresses. (MN)

ED 417 277 CE 075 956

Joerschke, John D.; Eichhorn, Lane C.
Diesel Technology: Introduction.
PUB DATE- 97
NOTE- 855p.; For related documents, see ED 227 245, ED 317 823, ED 318 917-918, ED 318 922, ED 387 604, and CE 075 957-959. Portions are printed on colored paper.
LANGUAGE- English
EDRS Price- MF5 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Agricultural Machinery; *Auto Mechanics; Citations (References); Competence; Competency Based Education; Course Content; *Diesel Engines; Educational Resources; *Job Skills; Learning Activities; Motor Vehicles; Postsecondary Education; Secondary Education; *Small Engine Mechanics; Teaching Methods; Trade and Industrial Education; Units of Study; Vocational Education
IDENTIFIERS- National Automotive Technicians Educ Foundation

Competency-based teacher and student materials are provided for an introductory course on diesel technology. Twelve units of instruction cover the following topics: workplace tools, common materials, and basic related principles. The materials are based on the curriculum-alignment concept of first stating the objectives, then developing instructional strategies for teaching to those objectives, and finally, assessing to those same objectives. The teacher pages contain some or all of the following components: suggested activities, transparency masters, teacher supplements, answers to assignment sheets, written test, answers to written test, and unit evaluation form. Student pages include objective sheets, information sheets, student supplements, assignment sheets, and job sheets. Both teacher and student pages, as well as introductory pages, are included in the teacher edition. In addition to the general information such as the table of contents, foreword, and acknowledgments, the following information is included in the introductory pages: use of the publication; competency profile; instructional and task analysis; related academic and workplace skills list; tools, equipment, and materials list; and NATEF crosswalk, which identifies the National Automotive Technicians Education Foundation tasks covered in the publication by unit number and job sheet number. Contains 45 references. (KC)

ED 417 278 CE 075 957

Kellum, Mary
Diesel Technology: Safety Skills. Teacher and Student Editions.

ED 417 296 CE 075 979

Kerka, Sandra
Information Management. Myths and Realities.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Adult Education; Adult Educators; *Information Management; Information Needs; *Information Seeking; *Information Skills; Information Sources; *Lifelong Learning; *Skill Development; Teacher Role; *World Wide Web
IDENTIFIERS- *Information Age; *Information Overload

A number of misconceptions or "myths" about information management have arisen since the beginning of the Information Age. One misconception is that the problem of information overload stems from too much information. In reality, the greater problem may be an explosion of noninformation. Many people believe that they must try to stay on top of continuous streams of information because of economic, social, and employment-related pressures. Although some have concluded that the solution is to forget about keeping up, others have advised focusing less on acquisition of information products and more on information processes (thinking about and interacting with information). Other misconceptions are that the World Wide Web is a one-stop source for all information needs and that the secret to information management is knowing how to navigate the Web. Because the Web encourages breadth over depth, however, users must be wary of relying on any single information source and must develop the critical literacy skills required to evaluate the accuracy of the information. As lifelong learners themselves, adult educators can demonstrate for learners that the key to information management is self-management: identifying one's own information needs, being one's own filter and editor, and taking both a wide and deep perspective in information seeking. (Contains 18 references.) (MN)

ED 417 297 CE 075 981

Devin, Phillip D.; Robyn, Abby E.
Evaluation of the NJROTC Multimedia Instructional System.
SPONS. AGENCY- Chief of Naval Education and Training, Pensacola, FL.
PUB DATE- 97
NOTE- 89p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Computer Assisted Instruction; *Educational Technology; Faculty Workload; Feedback; High Schools; *Military Training; *Multimedia Instruction; *Outcomes of Education; Program Effectiveness; Teaching Methods
IDENTIFIERS- *Naval Junior Reserve Officers Training Corps

The Navy Junior Reserve Officers Training Corps (NJROTC) provides high school students with academic training and military leadership experience. The academic portion of the program consists of a 4-year naval science curriculum that includes these subjects: naval history, sea power, maritime geography, navigation, citizenship, oceanography, meteorology, military

*Literacy Education; *State Programs; Statewide Planning;
*Student Evaluation
IDENTIFIERS- *Arizona; Job Opportunities and Basic Skills Program

Arizona funding for adult education is authorized by Arizona Revised Statutes; federal funding is received under provisions of the Adult Education Act. The mission of Arizona adult education programs is to ensure adults' access to high quality educational opportunities to support them in their employment, job training, and higher educational aspirations and acquire the knowledge and skills necessary for effective participation in society. Current programs include the following: adult basic education, citizenship/naturalization, Department of Economic Security (DES)/Job Opportunities and Basic Skills Program (JOBS), English for Speakers of Other Languages, family literacy, General Educational Development (GED) preparation, GED testing, programs for institutionalized adults, and Project Challenge. Student assessment is conducted on a regular basis, beginning with intake and initial placement and continuing through measuring progress and determining when goals are attained or should be revised. Activities have been instituted to increase emphasis on provision of high quality services and institutionalization of accountability measures. The Arizona Adult Literacy and Technology Resource Center has also been created. (The 15-page report is followed by information from the federal data tables for fiscal year 1996 and a comparison of available program financial data from 1964-96. A summary of demographic trends, changes in demand for particular types of instruction, and funding is provided with the summary tables that follow.) (YLB)

ED 417 315   CE 076 039

Vocational Technological Education Report 1995-1996.
PUB DATE- 96
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Research; *Employer Attitudes; Graduate Surveys; High School Graduates; *Professional Development; Secondary Education; State Programs; Statewide Planning; *Teacher Education; *Teacher Participation; *Technology Education; *Vocational Education; Vocational Followup
IDENTIFIERS- *Arizona

This report provides annual information on the number of teachers participating in preservice and inservice teacher programs and results of follow-up surveys conducted of students and their employers in Arizona. Section I provides information on teacher participation in both preservice and inservice teacher education. It shows Arizona's universities produce relatively few vocational teachers but with these caveats: not all vocational teaching positions require a baccalaureate degree and many teaching candidates have completed teacher preparation programs in other states. Data on three state universities and other providers of inservice education is provided. Professional development activities are also summarized, including business and industry partnerships, a summer institute, mentoring teams, and a conference. Section II presents follow-up data. It reports that Arizona's graduating class of 1995 included 7,856 who completed a vocational technological education program. These results of the employer survey are provided: more than 60 percent of students were still employed nearly 18 months after high school graduation;

and cost savings are more important to employers than philanthropic arguments, programs are best marketed as sources of mature, inexpensive, and at least partly trained employees; (3) if work-based education is to expand significantly, programs must use a mix of employer-based paid placements and self-developed and unpaid placements; and (4) program planners should devote more attention to defining and measuring work placements' quality and place more emphasis on career exploration and generic skills. (MN)

ED 417 334 CE 076 077

Bernhardt, Annette; Bailey, Thomas
Making Careers out of Jobs: Policies To Address the New Employment Relationship.
SPONS. AGENCY- Grant (W.T.) Foundation, New York, NY.
PUB DATE- 97
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Career Development; *Career Education; Career Ladders; Cooperative Planning; Coordination; *Education Work Relationship; *Educational Needs; Educational Policy; *Employer Employee Relationship; Employment Patterns; Employment Practices; Federal Legislation; Fringe Benefits; Labor Legislation; Labor Market; Models; Needs Assessment; Organizational Change; *Public Policy; Salary Wage Differentials; Secondary Education; Strategic Planning; Trend Analysis; Unemployment Insurance; Unions

Economic, technological, and political changes have created a new employment relationship characterized by an externalized labor market, more tenuous ties between workers and employers, and growing wage inequality. To date, policymakers have sought to address these problems through a supply-side approach focused on education and training. What is needed instead is a demand-side policy resulting in the following: multiemployer career ladders; strengthened internal labor markets; improvements in the quality of low-wage jobs; and a stronger system of labor market coordination. Four distinct models for pursuing these goals have been identified. The two most powerful, joint initiatives between unions and a group of employers and legislative and legal reform, seem unlikely to be implemented because of the political climate and the current system's profitability to employers. The third policy model, worker-based organizations such as worker-run hiring halls or temporary agencies, is potentially powerful but will have little impact if employers do not use the organizations. The fourth option, intermediary institutions that simply coordinate the workings of the labor market, is relatively easy to implement but addresses only one of the four policy goals. Achieving significant improvements in wages and employment will require broad institutional and legislative changes. (Contains 12 references.) (MN)

ED 417 335 CE 076 078

Bailey, Thomas R.
Integrating Academic and Industry Skill Standards.
PUB DATE- 98
NOTE- 5p.; For a related document, see ED 413 472.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)

Nielsen, Soren P.; Visser, Karel; van Beers, Mari; Borrild, Erik;
van Seters, Reginald
Quality Debate in Initial Vocational Education. School-based
Quality Measures at Intermediate Level: A Danish-Dutch
Comparison. CEDEFOP Document.
PUB DATE- 97
NOTE- 66p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Developed Nations; Educational Assessment;
*Educational Quality; Foreign Countries; *Job Training;
Postsecondary Education; *Quality Control; Secondary Education;
Standards; *Total Quality Management; *Vocational Education
IDENTIFIERS- *Denmark; *Netherlands; Quality Assurance

This report presents the overall quality assurance framework for initial vocational education in Denmark and the Netherlands and 10 case studies on quality assurance initiatives at Dutch and Danish vocational colleges. Chapter 1 provides an overview of the policy context on quality. Chapter 2 views the quality debate from the perspective of the decentralization or deregulation of vocational education and training (VET) policies (from the government's point of view) and greater autonomy for colleges (from the school's point of view) during recent years. A general conceptual framework is offered for the description of the policy context, quality programs, and case studies. Chapter 3 describes the policy context of initial vocational education at the secondary level within which the quality initiatives of the vocational colleges are taking place. The Danish and the Dutch policy contexts are described separately, followed by a comparison between the countries that highlights similarities and differences in the contexts and programs of quality assurance. Chapter 4 presents 10 case studies describing and discussing the different ways chosen by Dutch or Danish vocational colleges to improve quality. Four case studies emphasize quality activities based on a program of external quality assurance; six place emphasis on fully inhouse quality systems and programs. Chapter 5 provides an evaluation of the implementation of school-based quality concepts in the two countries. Appendixes contain 17 references and background information about the national systems of VET. (YLB)

ED 417 353 CE 076 116

Bjornavold, Jens; Sellin, Burkart
Recognition and Transparency of Vocational Qualifications; The
Way Forward. Discussion Paper = Anerkennung und Transparenz von
beruflichen Befahigungsnachweisen; Neue Wege. Diskussionspapier
= Reconnaissance et transparence des qualifications
professionelles; La voie a suivre. Document de discussion.
CEDEFOP Panorama.
PUB DATE- 97
NOTE- 47p.
LANGUAGE- English; German; French
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Reports -
Research/Technical (143)
DESCRIPTORS- *Competence; Economics; *Educational Certificates;
Foreign Countries; Global Approach; *International Cooperation;
International Educational Exchange; *Job Skills; *Labor Market;
Postsecondary Education; Secondary Education; *Student
Certification; Vocational Education; World Affairs
IDENTIFIERS- *European Union

healthy development. More collaboration and an emphasis on consumer satisfaction will be required. Current thinking and best practices are explored here in 85 chapters. Part 1, "Children's Social Needs: Development, Problems, and Alternatives," presents 22 topics under "Social Competencies," "Conduct Difficulties," and "Related Issues." Part 2, "Children's Emotional Needs: Development, Problems, and Alternatives," includes chapters on self-concept and related difficulties. Part 3, "Children's Academic Needs: Development, Problems and Alternatives," includes 13 topics in the areas of motivation and learning, classroom practices, and other related issues. Part 4, "Children's Family-Related Needs: Development, Problems and Alternatives," offers 22 articles on family organization and practices, family-based problems, and family and culture. In Part 5, "Children's Health and Wellness Needs: Development, Problems and Alternatives, physical impairments, diseases and injuries, psychophysiological problems, and intervention-related issues are examined. Includes an index. Contains references and resources. (EMK)

ED 417 372 CG 028 352

Lee, Courtland C., Ed.; Walz, Garry R., Ed.
Social Action: A Mandate for Counselors.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 350p.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Accountability; *Change Agents; Counseling; Counseling Objectives; Counseling Techniques; *Counselor Role; Cross Cultural Studies; Cultural Awareness; Elementary Secondary Education; Public Policy; *Social Action; *Social Change; Social Environment
IDENTIFIERS- Professionalism

An increasing number of counselors are becoming agents of social change. Ways in which counselors can enter the arena of social transformation are described in this collection of 18 articles. Following an introduction: (1) "Counselors as Agents of Social Change"--Part I, which focuses on promoting diversity and challenging oppression, contains: (2) "Challenging Intolerance" (I. Grieger; J. G. Ponterotto); (3) "From Multiculturalism to Social Action" (J. A. Lewis; M. S. Arnold); (4) "Challenging Interpersonal Violence" (C. C. Lee; J. L. Brydges); (5) "Gay and Lesbian Activism: A Frontier in Social Advocacy" (B. Barret); (6) "Addressing the Need of At-Risk Youth: Early Prevention and Systemic Intervention" (D. Capuzzi); (7) "Career: Social Action in Behalf of Purpose, Productivity, and Hope" (E. L. Herr; S. G. Niles); (8) "Combating Ageism: The Rights of Older Persons" (J. E. Myers); (9) "Spirituality as a Force for Social Change" (J. G. Miranti; M. T. Burke). Part II, "Social Action: A Focus on Assessment, Research, and Technology," presents: (10) "Fair Access to Assessment Instruments and the Use of Assessment in Counseling" (N. A. Vacc); (11) "Technology: A Force for Social Action" (J. A. Casey); (12) "The Internet as a Potential Force for Social Change" (J. P. Sampson, Jr.); (13) "Strategies for Social Change Research" (W. E. Sedlacek); (14) "Using the Knowledge Base: Outcome Research and Accountable Social Action" (T. L. Sexton; S. C. Whiston). Part III, "Social Action: A Focus on

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Childrens Literature; Discussion (Teaching Technique); Elementary Education; Program Descriptions; *Reading Aloud to Others; *Reading Improvement; Reading Strategies; *Tutoring; Vocabulary Development
IDENTIFIERS- Conversation; Trade Books

Part of a basic training series, this booklet describes presenting a Reading Coaches (tm) session based on the simple concept of reading good books with children while engaging them in conversation about the book. The booklet notes that exemplary practices found in the SLICE-CORPS program (an AmeriCorps program) were synthesized to develop the Reading Coach model. After an introduction and a list of the core principles of the Reading Coaches program, the booklet lists elements of the Reading Coaches model, and a session plan and conversation questions for a children's book. The booklet then describes each of the Reading Coaches phases: Coaching Data (documenting the book shared during the coaching session); the comment section (providing feedback to the facilitator to improve session plans); the "before reading" phase (introducing the book and identifying target words); the "during reading" phase (building oral vocabulary, reading along strategies, and word attack skills); and the "after reading" phase (presenting conversation questions and follow-up activities). (RS)

ED 417 393 CS 013 130

Moore, David W.; Moore, Sharon Arthur; Cunningham, Patricia M.; Cunningham, James W.
Developing Readers and Writers in the Content Areas K-12. Third Edition.
PUB DATE- 98
NOTE- 449p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Organization; *Content Area Reading; *Content Area Writing; Elementary Secondary Education; Inquiry; Integrated Activities; *Learning Processes; *Reading Comprehension; Reading Materials; *Study Skills; Teacher Education; Vocabulary Development
IDENTIFIERS- Learning Environment

Intended for use in undergraduate or postbaccalaureate teacher preparation programs, during staff development activities, and in introductory graduate teacher education courses, this book introduces K-12 teachers to the topic of helping students use reading and writing as tools for learning. This third edition retains features of earlier editions--narrative accounts of teaching, a focus on basic learning processes, a thorough examination of key concepts, integration of elementary and secondary instruction, integration of reading and writing, and pedagogical features. New to the third edition are an emphasis in early chapters on moving from the general to the specific, specific content area applications, a new chapter on studying, and a new narrative chapter on middle school. Chapters in the book are (1) Content Area Reading and Writing; (2) Instructional Units and Classroom Organization; (3) Reading Materials, Reports, and Responses; (4) Comprehension; (5) Meaning Vocabulary; (6) Writing; (7) Studying; (8) Student

Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Content Area Writing; *Essays; Expository Writing; Higher Education; *Instructional Effectiveness; Social Sciences; Student Improvement; Task Analysis; *Writing Processes; *Writing Strategies
IDENTIFIERS- *Academic Discourse; *Process Approach (Writing)

This paper describes a simple instructional approach which social science professors can use to teach the fundamentals of academic essay writing to their students. The paper discusses the evolution of this alternative writing approach--the instructional problems leading to its development as well as the process by which a solution was identified. To clearly delineate the steps through which an expert essay writer passes, the "task analysis," a tool frequently used by instructional technologists, was called upon. From this analysis evolved a six-step writing model which functions to guide students through each phase of the writing process. A lesson outline is provided for social science professors who wish to teach this skill to their students. Includes a diagram of the task analysis and a diagram of the essay writing model. Contains 10 appendixes, including a focused vocabulary, a systematic approach to essay writing, sample outlines, a sample written draft and revised draft, a sample student paper before using this approach, and 15 notes. (Author/NKA)

ED 417 413 CS 216 243

Atchity, Kenneth; Wong, Chi-Li
Writing Treatments That Sell: How To Create and Market Your Story Ideas to the Motion Picture and TV Industry.
PUB DATE- 97
NOTE- 234p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Audience Awareness; *Films; *Marketing; Professional Development; *Scripts; *Television; *Writing for Publication; Writing Skills
IDENTIFIERS- Authorship; Marketing Strategies; Screenwriting; *Story Treatments

Pointing out that what sells a story idea for film or television is not writing the script but preparing the "treatment"--the brief pitch of a story to a producer or agent--this book furnishes dozens of examples of treatments from actual productions. The book makes the distinction between scripts designed for feature films, episodic television, and made-for-TV movies and shows step-by-step how to prepare a "dynamite" treatment for each. Also included is essential information on copyrighting original ideas for screenplays, as well as acquiring rights to adaptable books and true-life stories. The book concludes with a comprehensive glossary of industry terms and an overview of the various entertainment markets that will help anyone hoping to enter the scriptwriting business. (NKA)

ED 417 414 CS 216 244

Henderson, Kathy
The Market Guide for Young Writers: Where and How To Sell What You Write. 5th Edition.
PUB DATE- 96
NOTE- 320p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.

Broadcast Education Association (43rd, Las Vegas, NV, April 3-6, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; Communications; *Faculty Advisers; Higher Education; Mass Media Role; Production Techniques; *Programming (Broadcast); *Radio; Student Employment; Teacher Role
IDENTIFIERS- Adviser Role; *Campus Radio Stations

To help ascertain leadership, guidance, and capabilities of the station advisor (those who foster the efforts of their student staffs), this paper provides an overview of programming elements discussing such topics as programming philosophy, general formats, and legal and ethical issues. It states that those advising the campus radio station can find themselves constantly defending programming, quite often defending radio programming in general. To add to the overall aspect, the commentary outlining and detailing noncommercial radio broadcasting is ever present. As the roles and responsibilities of those "in charge" of advising college radio stations grow, programming the electronic media entity will become even more important. Contains 16 references. (CR) Contains 16 references. (Author/CR)

ED 417 434 CS 509 772

Olsen, Richard
The Future of OCAC: An Argument for the Conceptual Framing of the Oral Communication across the Curriculum Movement.
PUB DATE- 96
NOTE- 27p.; Revised version of a paper presented at the Annual Meeting of the Speech Communication Association (82nd, San Diego, CA, November 23-26, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; *Communication Skills; Higher Education; *Instructional Development; Learning Strategies; Literacy; Political Issues; *Speech Communication; *Student Needs
IDENTIFIERS- *Conceptual Frameworks; Historical Background; *Oral Communication Across the Curriculum; Orality

This paper suggests that the usefulness of current discussion of the Oral Communication Across the Curriculum (OCAC) issues and programs is limited by a lack of historical and conceptual grounding. The history of the OCAC movement is summarized and then four perspectives are suggested as ways to better understand the past, present, and future of OCAC: (1) orality and literacy; (2) historical perspective; (3) diffusion and networking; and (4) political perspective. The integration of these perspectives into the discussion of OCAC would better clarify the problematic issues associated with OCAC and guide individual programs and the field on how OCAC might function as a positive aspect of the field without undermining the credibility of communication as a field of study. (Contains 36 references.) (Author)

Position Effects on Consonant Feature Production by Children with Profound Hearing Impairment" (S.B. Chin and others); "Lexical Competition and Reduction in Speech: A Preliminary Report" (R. Wright); "A Preliminary Acoustic Study of Errors in Speech Production" (S. Frisch and R. Wright); "Experience with Sinewave Speech and the Recognition of Sinewave Voices" (S.M. Sheffert and others); "Some Factors Affecting Recognition of Spoken Words by Normal Hearing Adults" (A.R. Bradlow and others); and "The Hoosier Audiovisual Multi-Talker Database" (S. Sheffert and others). Contains references, data tables, and a publications list. (RS)

ED 417 452 CS 509 794

Litherland, Janet; McAnally, Sue
Broadway Costumes on a Budget: Big-Time Ideas for Amateur Producers.
PUB DATE- 96
NOTE- 157p.; Costume Illustrations by Michelle Gallardo.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Clothing Design; Creative Activities; High Schools; Higher Education; *Production Techniques; *Student Participation; *Theater Arts
IDENTIFIERS- *Amateur Theater; Broadway Plays; *Costumes (Theatrical); Creative Problem Solving; Musicals

Adhering to the rule that "costumes are not clothes" and listing 100 musicals under 8 general categories, this guidebook applies a "crossover system" whereby costumes from one show can easily be altered for any other show within the same category. The eight costume styles used in the guide are labeled: Medieval/Shakespearean; The Old West; The Turn of the Century; The 1920s; The 1930s-1940s; The 1950s-1960s; Myriad Periods; and In Your Dreams. The first chapter in the guide--Costumes Are Not Clothes--provides background information about the crossover costume system and list which musicals fit into which category. The second chapter--Preventive Medicine for Everyone Involved in High School Productions--explains why doing musicals builds teenagers' confidence, teaches cooperation and teamwork, demands commitment and responsibility, and provides a sense of accomplishment unlike any other. The rest of the chapters address the eight categories. Appendixes contain information on the costume committee's "best buddies," present a list of music licensing agencies, offer an index of shows, and provide a general index. (NKA)

ED 417 453 CS 509 799

Bradford, Lisa; Allen, Mike; Beisser, Kevin
An Evaluation and Meta-Analysis of Intercultural Communication Competence Research.
PUB DATE- 98
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Communication Research; *Communication Skills; Higher Education; *Intercultural Communication; Meta Analysis; Research Needs
IDENTIFIERS- *Communication Competencies; Research Suggestions

1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrators; *Assistant Principals; *Educational Administration; Principals; *Responsibility; School Administration; *Secondary Education; Sex Differences; *Staff Role; *State Surveys
IDENTIFIERS- *Mississippi

The purpose of this study was to examine the actual and ideal roles and responsibilities of assistant secondary school principals and to identify characteristics necessary for effective assistant secondary school principals as measured by the opinions of secondary principals and assistant secondary principals in Mississippi. Data were gathered from 369 secondary school principals and assistant secondary principals. Results indicate no significant difference in the opinions of secondary school principals and assistant secondary school principals regarding the actual roles and responsibilities of the latter group. Both groups ranked judgment, ethical behavior, leadership skills, dependability, commitment, credibility, loyalty, conflict-resolution skills, and active listening skills as the most important professional, personal, and psychosocial characteristics necessary for effective assistant secondary school principals. However, the majority of principals and assistant principals who responded were white males, and when rankings were analyzed by position and gender, female principals placed written communication as their fourth highest ranked characteristic and judgment, tied with five other characteristics for the seventh-ranked characteristic. No significant relationship between the two groups regarding their opinions of either actual or ideal roles and responsibilities of assistant secondary school principals emerged. Recommendations for further study are offered. (Contains 51 references.) (RJM)

ED 417 474 EA 028 936

Morabito, Margaret Gorts
Educational Administration in the Global Community.
PUB DATE- 98
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Administrators; *Distance Education; *Educational Administration; Educational Planning; Educational Strategies; Higher Education; Information Dissemination; *Internet; Nontraditional Education; Telecourses

The report opens with a discussion of how education and community are closely associated throughout traditional education and history, and how changes in one of these influence the other. It then turns to a review of past literature examining educational objectives and the skills needed by educators. Such skills must be used to adapt to the expansion of multiculturalism and the many challenges presented by the increasing diversity of student populations. The role of the global educational administrator is detailed next along with the responsibility of administrators to upgrade skills so as to become qualified for interaction and cooperation on the international stage. It is emphasized that when analyzing the goals and responsibilities of educational leaders in the global community, the needs of the world community be addressed. Some

DESCRIPTORS- Budgeting; Educational Equity (Finance); *Educational Finance; Educational Quality; Elementary Secondary Education; Expenditure Per Student; *Finance Reform; School District Spending; *School Effectiveness; School Funds; *Urban Schools
IDENTIFIERS- Texas

The National Center for Education Statistics (NCES) surveys the changing landscape in education finance by commissioning papers from members of the school finance research community. Papers that address the questions of the current and future financial condition for school districts are presented here. The papers, which are intended to promote the exchange of ideas among researchers and policymakers, take two separate tacks. One set explores the present financial condition of school districts, focusing on how a retiring work force may influence the finances of school districts, how school districts respond to fiscal exigencies, and the efficacy of urban school districts. The other papers propose an imaginative new way of funding education, at the school level, and simulates the results for Texas, offering a summary of issues and problems related to school-based funding approaches. The recurrent theme revolves around the proposition that state aid should be distributed to schools rather than to school districts. Some of the specific topics addressed here include the dynamics of teacher salary expense, how school districts respond to fiscal constraint, the condition of urban school finance, reinventing education finance, and exploring alternatives for school-based funding. (RJM)

ED 417 495 EC 305 929

Fisher, Maurice D., Ed.
Gifted Education Press Quarterly, 1995.
PUB DATE- 95
NOTE- 50p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Ability Identification; *Academically Gifted; Black Students; Creative Thinking; Cultural Pluralism; *Curriculum Development; *Educational Practices; Educational Technology; Elementary Secondary Education; Equal Education; Gifted Disadvantaged; Hispanic Americans; Humor; Labeling (of Persons); Outcome Based Education; Outcomes of Education; Parent Student Relationship; Parents as Teachers; Problem Solving; Social Bias; World Wide Web
IDENTIFIERS- Future Problem Solving Program; Thurber (James)

This document consists of the four issues of the newsletter "Gifted Education Press Quarterly" published during 1995. This newsletter addresses issues in the education of gifted children and youth. The major articles are: (1) "Using Today's Technology: Parents Can Help Challenge Gifted Children" (Adrienne O'Neill); (2) "Outcomes-Based Education Opportunity Knocks for Real Gifted Program Improvement!" (Bruce Gurcsik); (3) "Towards Excellence and Justice for All: A Response to Schroeder-Davis" (an author, Mara Sapon-Shevin, responds to a review of her book); (4) "Tribute to a Great American Humorist, James Thurber (1894-1961)" (Michael E. Walters); (5) "The Lords of Fly: Finding Teen-Age Black and Hispanic Gifted Students" (Diane D. Grybek); (6) "A Teacher's Observations on Discrimination against Gifted Children" (Leigh A. Shelton); (7) "Response to Mara Sapon-Shevin's Comments in the Winter 1995 GEPQ" (Michael E. Walters); (8) "Using Quotations To Challenge Gifted Students" (Ross Butchart); (9) "Outcomes for Gifted myelomeningocele born between 1975 and 1981 (and recipients of aggressive, sophisticated medical treatment) with those of children born two decades earlier. Verbal, performance, and full scale IQ scores on the Wechsler Intelligence Scale for Children (Revised) were collected on 20 children. The level of lesion for each subject was also identified from medical records. Analysis of findings indicated that the intellectual integrity of children receiving more aggressive medical treatment was not significantly different from that of children born earlier. Subjects achieved a mean verbal IQ of 82, a mean performance IQ of 74, and a mean full scale IQ of 76. Compared to the standardization sample, subjects scored within 1 to 2 standard deviations below the mean. Unlike earlier studies, the level of lesion did not appear to correlate significantly with intellectual functioning. Also, this population demonstrated great variance in functioning levels, suggesting the necessity of individualized profiles of strengths and deficits for appropriate educational programming. (Contains 17 references.) (DB)

ED 417 514 EC 306 256

Verstegen, Deborah A.
Landmark Court Decisions Challenge State Special Education Funding.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 98
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Compliance (Legal); Constitutional Law; *Court Litigation; *Disabilities; *Educational Finance; Educational Opportunities; Elementary Secondary Education; *Equal Education; *Legal Responsibility; Program Costs; *Special Education; State Aid; State School District Relationship
IDENTIFIERS- Alabama; Ohio; Wyoming

This brief provides an overview of three recent state court cases in Alabama, Wyoming, and Ohio that uniquely address the constitutionality of state special education finance systems. In each case, the courts found the special education finance systems to be unconstitutional due to inequitable or inadequate funding for children with disabilities. Taken as a whole, these court decisions suggest that state special education finance systems are vulnerable to future court challenges because they curtail the availability of a free and appropriate education for children with disabilities and restrict equal educational opportunities. The brief also discusses the implications these cases have for the future of special education funding systems and suggests several broad parameters that funding systems should consider to meet the full intent of the law. These include: (1) special education finance must be cost-based (costs must be legitimate and justifiable); (2) the real costs of providing special education and related services must be incorporated in the state finance system and supported by the state, either through full state funding or state-local cost sharing; (3) the provision of special education and related services must be uniform across the state; and (4) facilities must be safe, healthy, and accessible to all children. (Author/DB)

ED 417 515 EC 306 257

behavior, lesson presentation, or both); (4) organizational interventions (strategies to assist the student toward independent self-organization); (5) homework interventions (ways to ensure that independent practice will be productive and lead to the student's learning); (6) behavioral interventions (methods to increase the likelihood of positive behaviors leading to increased learning); and (7) social skills interventions (modifications to help the student with ADHD relate more positively with peers). Three additional blank items have been added to each section to allow educators to insert their own interventions. Directions for using the checklist are provided. (Contains 15 references.) (CR)

ED 417 533 EC 306 276

Mangrum, Charles T., II, Ed.; Strichart, Stephen S., Ed.
Peterson's Colleges with Programs for Students with Learning Disabilities or Attention Deficit Disorders. Fifth Edition.
PUB DATE- 97
NOTE- 664p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Non-print Media (100),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Attention Deficit Disorders; *College Bound Students; *College Choice; College Programs; College Students; *Colleges; Higher Education; *Learning Disabilities; Program Descriptions; Services; Special Programs; *Student Personnel Services

This guide profiles 1,053 colleges and universities that provide services to meet the needs of students with learning disabilities (LD) or attention deficit disorders (ADD). The first section of the book provides basic information about how colleges and universities throughout the country are responding to the specific needs of students with LD or ADD. It also contains definitions of the criteria used to qualify the programs profiled and explains the major components of a learning disabilities program. The following section provides step-by-step guidelines for narrowing college selections, finding out more about these schools, applying to top choices, and preparing for a visit. A personal summary chart is designed to assist in organizing and comparing features of different colleges. A resource section lists organizations that can be contacted to provide more information related to higher education for individuals with LD or ADD. A quick-reference chart is included that provides essential information elements about every college profiled in the guide. The last part of the book provides detailed information about learning disabilities and ADD programs at specific colleges. Information is provided on four-year colleges, two-year colleges, colleges with comprehensive programs, and colleges that provide special services. A CD-ROM accompanies the guide. (Contains an index to colleges.) (CR)

ED 417 534 EC 306 277

Andringa, Jane W.; Suddick, David
Perceptions of Parents of Children with Disabilities Regarding School District Practices.
PUB DATE- 97
NOTE- 12p.; Paper presented at the Annual Meeting of the Midwestern Educational Research Association (Chicago, IL, October 16, 1997).
LANGUAGE- English

medicine to "how we teach" children with special health care needs. On the video, experts at the University of Nebraska Medical center review neuroscience, prenatal influences and prevention, developmental disabilities, medication and attention disorders, and the team approach to health care. Examples are given of how schools have included children with special health care needs into learning environments. Specific syndromes such as autism, Fragile X syndrome, fetal alcohol syndrome, and attention deficit hyperactivity disorder are featured. (DB)

ED 417 552 EC 306 298

Lin, Hung-Chih
Transition from School to Work: Career Training and Development for Youth with Disabilities in Taiwan.
PUB DATE- 98
NOTE- 19p.; Paper presented at the International Conference on Vocational Rehabilitation and Employment Promotion for Disabilities (Taipei, Taiwan, March 9-12, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accessibility (for Disabled); Career Development; Civil Rights Legislation; *Disabilities; *Education Work Relationship; Educational Legislation; Federal Legislation; Foreign Countries; Individualized Programs; Job Training; Long Range Planning; Secondary Education; *Transitional Programs; Vocational Rehabilitation
IDENTIFIERS- *Taiwan

This paper examines current issues in Taiwan in the transition of individuals with disabilities from school to work within the context of two laws passed in 1997 (the Special Education Act of 1997 and the Protection Act for Individuals with Disabilities of 1997). These laws are intended to secure for people with disabilities the right to education, to vocational rehabilitation, to appropriate medical services, and to work. Data are reported, however, that show unemployment rates between 43 and 57 percent for people with disabilities in Taiwan. After an introduction, the first section discusses problems in job management and training. The second section reviews the literature on concepts and practices of career development and outlines nine key components for successful transition from school to work such as planning, collaboration, and identifying accessible community services. The third section considers strategies in job management and training. These strategies include a complete assessment, community-based job development, an ecological approach toward transition, and the involvement of family and friends. (Contains 42 references.) (DB)

ED 417 553 EC 306 299

Hilton, Alan, Ed.; Ringlaben, Ravic, Ed.
Best and Promising Practices in Developmental Disabilities.
PUB DATE- 98
NOTE- 364p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-

in the mainstream classroom that could not have been achieved in the self-contained classroom more efficiently and more comprehensively. (Contains 52 references.) (CR)

ED 417 570 EC 306 317

Batson, Nancy F.; Quick, Jennifer; Bennett, Theresa
Early Education Program for Children with Multiple Disabilities: A Mechanism To Utilize Integrated Early Intervention Teams for Infants & Toddlers with Multiple Disabilities. Final Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC. Early Education Program for Children with Disabilities.
PUB DATE- 98
NOTE- 536p.; Six of the eight modules comprising this document have been separately analyzed; see EC 306 318-323. Videotape (Appendix D7) not included with ERIC copy.
LANGUAGE- English
EDRS Price- MF02/PC22 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Non-print Media (100),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Children; *Early Intervention; Family Involvement; Family Programs; *Home Instruction; Home Programs; Infants; Inservice Education; *Mentors; Multiple Disabilities; *Parent Participation; Postsecondary Education; Preschool Children; Preschool Education; Professional Development; *Severe Disabilities; Skill Development; Toddlers; Training Methods
IDENTIFIERS- Individuals with Disabilities Education Act Part H; Mississippi

This final report discusses the activities of the Mississippi Early Education Program for Children with Multiple Disabilities, a program designed to train Individuals with Disabilities Education Act Part H service coordinators and service providers to use family centered strategies. Two levels of training activities were implemented. The first level of training activities included inservice training sessions in which changes in information and knowledge were targeted for families, service coordinators, and service providers. The second level involved more intensive training activities, in which project staff accompanied service providers into homes and used a mentoring process to help the providers and families adopt intervention strategies. Training modules are attached and include: (1) a condensed version of the training modules; (2) a module for focusing on a better approach to family centeredness; (3) a module for integrating communication skills into functional routines and activities; (4) a module for developing communication skills in learners with severe disabilities; (5) a model for transitioning into a preschool program; and (6) a module for embedding intervention targets into caregiving routines and other activities of the families choice. An instructional videotape is included, along with an information packet on BRIDGES (Bringing Resources, Inclusion, and Developmentally Appropriate Gains to Every Child in Mississippi). (CR)

ED 417 571 EC 306 318

Hollingshead, Lorie; Harris, Kristy
A Module for Focusing on a Better Approach to Family Centeredness.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC. Early Education Program for Children with Disabilities.
PUB DATE- 98

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Conferences; Decision Making; Elementary Secondary Education; *English (Second Language); *Language Tests; *Limited English Speaking; *Research Needs; Second Language Learning; *Test Use; *Testing
IDENTIFIERS- *High Stakes Tests

High stakes assessment involves testing students for purposes such as grade level retention or advancement, high school graduation, selection for special programs or services, or for other "high stakes" consequences. Issues surrounding the high stakes assessment of English language learners (ELLs) were the focus of an August 1997 invitational symposium sponsored by the Office of Bilingual Education and Minority Languages Affairs (Department of Education), whose proceedings are summarized here. The report addresses three central questions, describes the symposium discussion on each, and presents research recommendations arising from the discussion. The questions include: at what point does testing a child in a second language yield meaningful results?; What accommodations are appropriate for testing ELLs?; and What is the role native language assessment plays in high stakes testing? A list of participants is appended. (MSE)

ED 417 590 FL 025 092

Schraeder, Laura L.
Using Relevancy and Color To Explain or Persuade.
PUB DATE- 97
NOTE- 11p.; Paper presented at the Annual Meeting of the National Association for Bilingual Education (Dallas, TX, February 24-28, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; *Color; *English (Second Language); Friendship; Intermediate Grades; Junior High Schools; Middle Schools; *Persuasive Discourse; Relevance (Education); Second Language Instruction; *Student Motivation; *Writing Apprehension; Writing Exercises; *Writing Instruction; Writing Strategies
IDENTIFIERS- Middle School Students

A middle school teacher of writing to learners of English as a Second Language describes two techniques used to improve student participation and guide the writing process. The first is to select a writing topic to which all students can relate. In this case, the teacher asked students, in a class discussion, to give their own definitions of friendship based on personal experience. Willing participation in the non-judgmental class discussion reduces student anxiety, and the common experience discussed is relevant to all students. Students selected three qualities of a friend to write about, and assigned a color to each. The introduction and conclusions were to be written in black, and the three central paragraphs, each addressing one quality, were written in the three colors. The color coding created a point of references for students in constructing sentences and for the teacher in guiding student writing. The technique is found to be effective and well received by students. Contains six references. (MSE)

ED 417 591 FL 025 093

This document presents a theory of how the psychology and neurobiology of stimulus appraisal influence variability in second language acquisition, and extends the notion of affect developed for second language acquisition to primary language acquisition and to cognition in general. The first chapter lays out a psychological framework that develops the notions of value, emotional memory, and stimulus appraisal. Chapter 2 suggests a neurobiological mechanism that would subserve the psychological constructs just described. Chapters 3 through 5 offer evidence for the idea that stimulus appraisal constitutes the affective basis for motivation in second language learning and all deep, sustained learning. Affect in first language acquisition and use is explored in chapter 6, arguing that the affective relationship between caregiver and child forms the basis for language acquisition. The final chapter explores the role of affect in cognition in general. Contents are indexed. (MSE)

ED 417 609 FL 025 132

Tice, Bradley S.
Metrical Phonology: German Sound System.
PUB DATE- 97
NOTE- 11p.; Paper presented at the TFLA Fall Conference (Corpus Christi, TX, October 30-November 1, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Contrastive Linguistics; English; *German; *Language Patterns; Language Research; *Language Rhythm; Linguistic Theory; *Phonology; Second Language Instruction; Second Languages; *Stress (Phonology)
IDENTIFIERS- *Metrical Phonology

Metrical phonology, a linguistic process of phonological stress assessment and diagrammatic simplification of sentence and word stress, is discussed as it is found in the English and German languages. The objective is to promote use of metrical phonology as a tool for enhancing instruction in stress patterns in words and sentences, particularly in English and German first and second language instruction. Stress is defined by its physical and acoustical correlates, and basic principles of metrical phonology are outlined, using examples from English and drawing on relevant research. Word stress is then further defined within this context. Finally, application of metrical phonology principles to German is illustrated. (MSE)

ED 417 610 FL 025 133

Tice, Bradley S.
Physical Linguistics.
PUB DATE- 97
NOTE- 15p.; Paper presented at the Conference of the International Association of the Improvement of Mother Tongue Teaching (Amsterdam, Netherlands, July 9-11, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Articulation (Speech); Classroom Techniques; *Language Patterns; Language Research; *Linguistic Theory; Native Language Instruction; Recordkeeping; Records (Forms);

and chairpersons. Five workshops were attended by 85 students, three retreats were attended by 50 in leadership positions, and 374 faculty attended workshops. To assess changes in climate, two survey instruments were developed, pilot tested, and administered to the faculty and student body during 1994 and 1995. In 1994, 116 students and 220 faculty returned usable surveys; in 1995, 112 students and 190 faculty completed surveys. During pilot testing, male faculty reported a more cohesive, positive climate than did female faculty, who perceived more gender unfairness and observed and experienced more sexually harassing behaviors. Females students reported more gender unfairness than did male students. Faculty and students were sensitive to observed sexually harassing behaviors, and these observations were associated with a decrease in positive climate ratings. Comparison between 1994 and 1995 showed significant improvement in school climate and decreases in gender-related problems. The survey instruments and item-by-item results are appended, along with student and facilitator workshop handbooks. (Contains 27 references.) (SW)

ED 417 629 HE 031 058

Electronic Aid Office. 1998 Participant Workbook.
PUB DATE- 98
NOTE- 151p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Administrator Guides; Case Records; Compliance (Legal); *Computer Oriented Programs; Computer Simulation; Data Processing; *Database Management Systems; Eligibility; *Federal Aid; Financial Aid Applicants; Government School Relationship; Higher Education; *Management Information Systems; Need Analysis (Student Financial Aid); Online Systems; *Student Financial Aid; World Wide Web
IDENTIFIERS- Case Management; *Department of Education

This participant workbook on electronic aid offices is intended to be used in a two-day workshop that provides hands-on computer instruction and addresses regulatory requirements for participating in electronic processes of the U.S. Department of Education (ED). The materials encompass eight training sessions that cover the following topics: How ED communicates with schools; setting up the electronic office; electronic application processing; determining student eligibility; managing Title IV funds electronically; reporting; managing the data systems; what's on the horizon; and how to access ED services. Specific contents cover: ED-designated processes with each deadline date; technical specifications for ED-required electronic processes; the functions of different data processing systems and how schools interface with the system; student financial assistance program Web sites; a checklist for implementing new electronic processes; a chart showing the electronic flow of applicant data; setting up a browser; actual sections of financial aid reports; case management regulations; notification requirements; loan counseling requirements; and reporting payment data for different student financial aid programs. The materials include simulations, various illustrations and flow charts, reference sources for each session, and a glossary. (SW)

ED 417 630 HE 031 059

Teacher Qualifications; *Teacher Selection; *Teaching Experience
IDENTIFIERS- *Assistant Professors; Junior Faculty

The application and selection processes involved in filling a full-time assistant professor position at a small liberal arts college are discussed, as are the results of a survey returned by 64 undergraduate departments that undertook a search for a similar position during the 1995-1996 academic year. The survey involved departments that offered primarily undergraduate psychology degrees. The case study institution made a first-cut of applicants based on academic degree, experience with and perceived interest in teaching undergraduates, perceived "fit" with a small liberal arts college, teaching experience in at least two of the five courses, and a research agenda. In searching for faculty positions, candidates are advised to: ask other new hires and junior faculty how they obtained their jobs, obtain as much information about the institution as possible, make contact with the search committee before the application deadline, and tailor their cover letter to the criteria listed in the position announcement. Additional suggestions for job applicants include: thoroughly prepare for the interview, complete the Ph.D. in a timely manner, obtain prior undergraduate teaching experience in one's area of expertise and demonstrate an eagerness to continue that work, and have a clearly defined research agenda. Appendices include the 10 survey questions and response data. (SW)

ED 417 648 HE 031 101

Santucci, Kimberly B.; Gable, Robert K.
Student Perceptions of Campus Safety at a Large Rural University.
PUB DATE- 98
NOTE- 31p.; Paper presented at the Annual Meeting of the Northeastern Research Association (Ellenville, NY, October 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Campuses; College Buildings; *College Students; Dormitories; Higher Education; On Campus Students; Rural Areas; *Rural Schools; Safety; *School Safety; School Security; Sex Differences; Stealing; *Student Attitudes; Universities; Victims of Crime; Violence

This study examined student attitudes and behaviors regarding campus safety at a large rural university. A 31-item instrument was developed, and a panel of eight expert judges reviewed the survey items. A total of 16 residence halls participated in the study, and 970 surveys were distributed with 529 returns. A principal components analysis (varimax rotation) derived four components "factors" -- theft and violence in the residence halls, sense of safety on campus, sense of safety in the residence halls, and university contributions to safety. The factor of university contributions to safety was discarded due to low reliability. Females felt less safe than did males on campus and in residence halls, and females perceived theft and violence to be more likely to occur in their residence hall. Students living in co-ed halls felt less safe than did males who lived in all-male halls with respect to campus safely. Males walked alone after dark more frequently than did females. Females used the university escort service more frequently than did males, while underclass students used the escorts more often than did upperclass students. A plan of action to enhance safety on campus will be developed based on the study data. A

Terenzini, Patrick T.; Yaeger, Patricia M.; Bohr, Louise; Pascarella, Ernest T.; Amaury, Nora
African American College Students' Experiences in HBCUs and PWIs and Learning Outcomes.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 23p.; Paper presented at the Annual Meeting of the Association for Institutional Research (Orlando, FL, May, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Black Colleges; *Black Students; *Cognitive Development; College Freshmen; *College Students; Higher Education; Longitudinal Studies; Student Development; *Student Experience
IDENTIFIERS- *African Americans; *National Study of Student Learning

This study examined whether African-American students who attend historically black colleges and universities (HBCUs) have different experiences and perceive the campus climate differently than African American students who attend predominantly white institutions (PWIs). The study also examined whether differences in experiences and perceptions of the environment are linked to differential gains in cognitive abilities. The study used data from the National Study of Student Learning, a three-year longitudinal study of about 4,000 students who entered 23 institutions in 1992. Data were gathered in the fall of 1992 and the spring of 1993 and included demographic characteristics, scores on the Collegiate Assessment of Academic Proficiency, and responses on the College Student Experience Questionnaire. Students in HBCUs differed from their peers in both entering characteristics and college experiences in a variety of areas. These experiences, however, were not associated with differences in first year cognitive gains. (Contains 38 references and 3 tables.) (DB)

ED 417 667 HE 031 123

Trueman, Mark; Hartley, James
Measuring Time-Management Skills: Cross-Cultural Observations on Britton and Tesser's Time Management Scale.
PUB DATE- 95
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; College Students; Cross Cultural Studies; Foreign Countries; Grades (Scholastic); Higher Education; Long Range Planning; Self Management; Sex Differences; *Time Management
IDENTIFIERS- Great Britain; *Time Management Scale

This paper reports to attempt to replicate in Britain Britton and Tesser's (1991) study of the relationship between scores on a time management scale and college grades using a larger sample size and a British (rather than American) student population. Subjects were 302 psychology students who completed the 18-item scale after their first term of study. Results were compared with data on an end-of-year examination, coursework grades awarded during the year, and the final end-of-year grade. Results indicated that the three-component structure of the scale used by Britton and Tesser was not sustained, and a revised two-component scale measuring "daily planning" and

Grenzke, Janet
Part-Time Faculty: Quality Issues.
PUB DATE- 98
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Numerical/Quantitative Data (110)
DESCRIPTORS- *Adjunct Faculty; Higher Education; *Part Time Faculty; Quality of Working Life; Sex Differences; Teacher Attitudes; Teacher Salaries; *Unions

This publication presents 14 graphs providing data from interviews with 800 part-time college faculty 396 union members and 404 non-members. Results for union members and non-members are reported separately in each graph. The graphs illustrate the following major findings: (1) over two-thirds of part-time faculty hold other jobs; (2) almost half spend at least 20 hours per week at their other jobs; (3) part-time faculty are experienced and provide a stable workforce for their institutions; (4) about half of part-time faculty earn less than $2,500 per course; (5) humanities, English, and languages have the highest percentage of part-time faculty; (6) more women prefer part-time for personal reasons; (7) compared to a 1993 study, multiyear contracts are much less frequent; (8) part-time faculty in states with bargaining units are much more likely to hold office hours than part-time respondents in the 1993 study; (9) part-time faculty are more likely to be evaluated by students and administration than peers; (10) part-time faculty are divided between preferring part-time and preferring full-time positions; and (11) future part-time employment is dependent on a formal evaluation for just over half of part-time faculty. (DB)

ED 417 687 HE 031 146

Mintz, Beth, Ed.; Rothblum, Esther D., Ed.
Lesbians in Academia: Degrees of Freedom.
PUB DATE- 97
NOTE- 298p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *College Faculty; College Students; Higher Education; *Lesbianism
IDENTIFIERS- *Homosexual Teachers

This anthology presents 37 papers which address various aspects of the professional paths of academic lesbians. An introduction identifies the following themes: (1) a particular academic setting did not predict women's experiences; and (2) women's experiences were predicted by the particular academic cohort they represented divided into three generations (the first women in a department, the second or third women in a department, and women who had been trained with and by other women). The introduction also notes that, overall, the accounts are quite positive. It is suggested that being a lesbian in academia may be easier for U.S. women than for women in many other nations. Twenty-nine of the papers provide personal narratives; two papers analyze the lesbian experience; four papers focus on race, class, age and the question of identity politics; and two papers examine lesbian studies, queer studies, and theorizing the lesbian experience. (DB)

ED 417 688 HE 031 147

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Analytic Geometry; *Computer Software; *Courseware; *Educational Technology; Foreign Countries; High Schools; *Information Technology; Mathematics Education; Plane Geometry; Scheduling

The third session of IT EDU98 consisted of five papers on educational software and was chaired by Tran Van Hao (University of Education, Ho Chi Minh City, Vietnam). "Courseware Engineering" (Nguyen Thanh Son, Ngo Ngoc Bao Tran, Quan Thanh Tho, Nguyen Hong Lam) briefly describes the use of courseware. "Machine Discovery Theorems in Geometry: A Helpful Tool in Teaching Geometry" (Hoang Kiem, Vu Thien Can) describes a system for discovering and proving theorems in the domain of plane geometry. "Model of Problems in Analytic Geometry and Automatically Solving" (Do Van Nhon) proposes a general model that can be used for representing problems of 3-dimensional analytic geometry. "Heuristic Based Scheduling in High School" (Nguyen Duc Thang) addresses scheduling teachers and classes in a high school. "A Model of Knowledge of Analytic Geometry" (Do Van Nhon) proposes the AG model, a model that can be used for representing knowledge of 3-dimensional analytic geometry, and discusses problems with constructing the knowledge base of 3-dimensional analytic geometry. (SWC)

ED 417 706 IR 018 773

Conference on Information Technology in Education and Training, Session 4.
PUB DATE- 98
NOTE- 53p.; For entire Proceedings, of which this is one untitled session, see IR 018 769. For Sessions 1-6, see IR 018 770-775.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Change; *Computer Science; Distance Education; *Educational Technology; Foreign Countries; *Higher Education; *Information Technology; Technological Advancement; World Wide Web

The fourth session of IT EDU98 consisted of five papers and was chaired by Dao Huu Chi (Van Lang University, Ho Chi Minh City, Vietnam). "Impacts of Information Technology in Education and Training" (Son Thanh Vuong) examines issues related to reengineering education infrastructure in the information society, including elements of effective computer science, how to partner with industry, the need for making educational structure more flexible, new possibilities in distance education, and some Web-based education experiences. "Management Changes in the Information Age" (Pattrick Tantribeau) looks at the effects on management of viewing information as a resource. "Restructuring the University for Technological Change" (Antony Bates) outlines 12 strategies for change and argues that if the new information technologies are to play a central role in university teaching, each institution needs to develop a set of strategies for change which will amount to no less than restructuring the university. "Interactive Multimedia Technology Contributing in Solving the Problem of National Education" (Tran Ha Nam) is abstracted, but the full text is not included in this proceedings volume. "Information Technology Will Transform the University" (Wm. A. Wulf) discusses changes that will occur in the university in

Automation; Library Policy; Staff Development; Strategic Planning; Vandalism

This handbook is designed to help readers identify and eliminate security risks, with sound recommendations and library-tested security software. Chapter 1 "Managing Your Facilities and Assessing Your Risks" addresses fundamental management responsibilities including planning for a secure system, organizing computer-related information, assessing the risks that threaten your system, and disaster recovery. Chapter 2 "Writing and Implementing Security Policies, Standards, and Procedures" covers writing and implementing security policies and training staff. Chapter 3 "All about Hackers and Hacking" explores why and how hackers hack personal computers. Physical security issues are addressed in chapter 4 "Physical Security in Schools and Libraries," while chapter 5 "Front-end Security for MS-DOS and Windows" covers front-end security for MS-DOS and Windows. Chapter 6 "Protecting Against Damage from Viruses" explains how to protect a system against major damage from viruses. Privacy issues are discussed in Chapter 7 "Methods and Procedures for Maintaining Privacy". Chapter 8 "Internet-related Security Issues" explores Internet-related security issues ranging from anonymous remailers and anonymizers to cookies and Java applets. An appendix describes the programs included with the CD-ROM that accompanies this book; it contains over 60 field-tested, hacker-resistant freeware and shareware programs that increase computer security instantly. (AEF)

ED 417 726 IR 056 951

Phillips, Lori
Comparison of the Knight-Ridder CD-ROM and CARL Versions of the ERIC Database.
PUB DATE- 97
NOTE- 14p.; Paper presented at the Oklahoma Library Association and the Mountain Plains Library Association Joint Conference (Afton, OK, April 30-May 3, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Libraries; Access to Information; Computer System Design; *Databases; Decision Making; Higher Education; *Information Retrieval; *Library Automation; Library Collection Development; *Online Searching
IDENTIFIERS- *ERIC

This study, conducted at the University of Wyoming (UW), illustrates the complexity involved in making reasonable decisions about which electronic products to make available in the library. UW is a member of the CARL Alliance, and utilizes the CARL integrated online system which includes an OPAC, circulation, serials control, bibliographic maintenance and acquisitions modules. When the CARL Alliance acquired and loaded ERIC in April of 1992, UW Libraries added it to the OPAC menu. Striking differences were noticed in the amount of information retrieved by the two systems. The concept of descriptors is key to understanding how the ERIC database is structured. Both keyword and controlled vocabulary searches are accommodated by Dialog (CD-ROM). For the CARL interface, a Word search retrieves words from all fields of a record; while Subject Word and Subject Browse searches retrieve major descriptors only. This study was undertaken with the idea that some kind of systematic and orderly collection of data was needed in order that librarians might make an informed

PUB DATE- 96
NOTE- 232p.; For related documents, see ED 227 245, ED 317 823, ED 318 917-918, ED 318 922, ED 387 604, and CE 075 956-959.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Accident Prevention; Agricultural Machinery; *Auto Mechanics; Citations (References); Competence; Competency Based Education; Course Content; *Diesel Engines; Educational Resources; First Aid; *Job Skills; Learning Activities; Motor Vehicles; *Occupational Safety and Health; Postsecondary Education; Safety Education; Safety Equipment; Secondary Education; *Small Engine Mechanics; Teaching Methods; Trade and Industrial Education; Units of Study; Vocational Education
IDENTIFIERS- National Automotive Technicians Educ Foundation

Competency-based teacher and student materials are provided for three units on safety skills as part of a diesel technology curriculum. The units cover the following topics: general safety; workplace safety; and first aid. The materials are based on the curriculum-alignment concept of first stating the objectives, then developing instructional strategies for teaching to those objectives, and finally, assessing to those same objectives. The teacher pages contain some or all of the following components: suggested activities, transparency masters, teacher supplements, answers to assignment sheets, written test, answers to written test, and unit evaluation form. Student pages include objective sheets, information sheets, student supplements, assignment sheets, and job sheets. Both teacher and student pages, as well as introductory pages, are included in the teacher edition. In addition to the general information such as the table of contents, foreword, and acknowledgments, the following information is included in the introductory pages: use of the publication; competency profile; instructional and task analysis; related academic and workplace skills list; and NATEF crosswalk, which identifies the National Automotive Technicians Education Foundation tasks covered in the publication by unit number and job sheet number. Contains 18 references. (KC)

ED 417 279 CE 075 958

Miller, Roger; Scarberry, Terry; Tesch, Carl; Kellum, Mary
Diesel Technology: Steering and Suspension.
PUB DATE- 97
NOTE- 603p.; For related documents, see ED 227 245, ED 317 823, ED 318 917-918, ED 318 922, ED 387 604, and CE 075 956-959.
LANGUAGE- English
EDRS Price- MF3 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Agricultural Machinery; *Auto Mechanics; Citations (References); Competence; Competency Based Education; Course Content; *Diesel Engines; Educational Resources; *Job Skills; Learning Activities; Motor Vehicles; Postsecondary Education; Secondary Education; *Small Engine Mechanics; Teaching Methods; Trade and Industrial Education; Units of Study; Vocational Education
IDENTIFIERS- *Automotive Suspension Systems; National Automotive Technicians Educ Foundation; *Steering (Automotive)

justice, astronomy, naval operations, communications, and intelligence. Approximately 10 years ago, a computer-based NJROTC multimedia instructional system (NMIS) was developed in the NJROTC program at Sanger High School, California, to enhance the delivery of the curriculum. The components of the NMIS are an instructor's computer, a large television monitor in front of the classroom, and individual computers for 28 students; all are connected via a local area network. The system is used in course lecture, for reading materials, and for tests. An evaluation of the system at Sanger and Lemoore High Schools was conducted during a 10-week period in 1995, using pretests and posttests, focus groups with 124 students, interviews with instructors, and observations of classes. The results of the data compilation indicate that the NMIS has a positive effect on students' academic achievement and a time-saving effect on the instructors' workloads. It was recommended that the system be replicated in other schools and more extensive research be done. (16 references) (KC)

ED 417 298 CE 075 991

Tuijnman, Albert C., Ed.; Kirsch, Irwin S., Ed.; Wagner, Daniel A., Ed.
Adult Basic Skills: Innovations in Measurement and Policy Analysis. Series on Literacy: Research, Policy, and Practice.
PUB DATE- 97
NOTE- 360p.; Most of the chapters were originally presented as a paper at a roundtable held at the University of Pennsylvania (Philadelphia, PA, January 27-28, 1994), organized by the National Center on Adult Literacy and the Center for Educational Resources and Innovation of the Organization for Economic Co-operation and Development.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Adult Students; *Basic Skills; Educational Benefits; Educational Needs; Educational Policy; Educational Research; Evaluation Methods; Foreign Countries; Information Utilization; *Innovation; Job Performance; Lifelong Learning; *Literacy Education; Literature Reviews; *Measurement Techniques; *Policy Analysis; Policy Formation; Public Policy; Research Needs; Self Evaluation (Individuals); Student Evaluation; Workplace Literacy
IDENTIFIERS- Canada; Europe; United States

This book contains 13 papers examining innovations in measuring adults' basic skills and analyzing adult literacy policy. The following papers are included: "Series Preface" (Daniel A. Wagner); "Foreword" (Torsten Husen); "Introduction" (Albert Tuijnman); "Adult Basic Skills: Policy Issues and a Research Agenda" (David Stern, Albert Tuijnman); "The Contribution of Literacy to the Wealth of Individuals and Nations" (Sue E. Berryman); "Self-Assessed Skill Needs and Job Performance" (Peter Cappelli, Nikolai Rogovsky); "Adult Literacy Assessment in Comparative Contexts" (Daniel A. Wagner); "Abilities and Competencies in Adulthood: Lifespan Perspectives on Workplace Skills" (Jacqui Smith, Michael Marsiske); "Measuring Adult Basic Skills: A Literature Review" (Stan Jones); "European Traditions in Literacy Research and Measurement" (Max van der Kamp); "Proxy Measurement of Adult Basic Skills: Lessons from Canada" (T. Scott Murray); "Using Large-Scale Assessment Results to Identify and Evaluate Generalizable Indicators of Literacy" (Irwin S. Kirsch, Ann Jungeblut); "The Role of Incentives in Literacy Survey Research" (Leyla Mohadjer et al.); "Information Trade-Offs in Large Scale Assessments"

25 percent of employers who knew the student had completed a vocational technological program gave hiring preference to that student; less than 15 percent of employers received a transcript; and employers consistently felt students' skills met or exceeded their expectation. Appendixes include lists of districts reporting and not reporting employer data and employer follow-up survey. (YLB)

ED 417 316   CE 076 040

Arizona Work Based Learning. An Educator's Guide for K-12 and Beyond.
PUB DATE- 97
NOTE- 551p.; Based on the "Oregon Work-Based Learning Manual" developed by the Lane Community College, Eugene, Oregon.
LANGUAGE- English
EDRS Price- MF02/PC23 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Apprenticeships; Career Development; Career Education; Cooperative Education; *Curriculum Development; *Education Work Relationship; Educational Planning; Educational Resources; Elementary Secondary Education; Marketing; Postsecondary Education; Program Implementation; *School Business Relationship; *State Curriculum Guides; Vocational Education; *Work Experience Programs
IDENTIFIERS- *Arizona

This guide was developed to help school teachers and administrators in Arizona to create work-based learning experiences and to serve as a reference for implementing work-based learning activities. The book offers step-by-step guidelines and sample forms from Arizona and across the United States as well as ideas for program improvement and legal information. The 14 sections of the guide cover the following topics: (1) defining work-based learning; (2) planning work-based learning experiences; (3) marketing work-based learning; (4) legal issues; (5) awareness; (6) job shadowing; (7) laboratory/simulation; (8) mentorship; (9) service learning; (10) internship; (11) school-based enterprises; (12) clinical work experience; (13) cooperative education; and (14) apprenticeship. Three appendixes contain the following: 12 references; the SCANS (Secretary's Commission on Achieving Necessary Skills) competencies; and include miscellaneous information such as a guide for developing learning objectives, a student application for work-based learning, parent forms, employer information sheets, career shadowing survey, work-based community learning record, student employability assessment, and a student reflection sheet. (KC)

ED 417 317   CE 076 041

Career Pathways. A Guide for Students and Families.
PUB DATE- 97
NOTE- 59p.; For the implementation and resource guide, see CE 076 042.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Career Choice; *Career Development; *Career Education; *Education Work Relationship; Intermediate Grades; Occupational Aspiration; *Occupational Information;

DESCRIPTORS- Academic Education; *Academic Standards; *Articulation (Education); Cooperative Planning; Curriculum Development; Education Work Relationship; Educational Improvement; *Employment Qualifications; *Integrated Curriculum; *Job Skills; Needs Assessment; School Business Relationship; Secondary Education; State of the Art Reviews; *Vocational Education
IDENTIFIERS- Secretarys Comm on Achieving Necessary Skills

During the past decade, standards have become a central aspect of reforms in both academic and vocational education. Thus far, academic and industry skill standards have been developed independently of each other. Only sometimes do documents concerning academic standards discuss using standards in ways that have relevance to work, and most industry standards that mention academic skills fail to specify required levels of achievement in those skills. Process-oriented skills are the area with the most overlap between academic and industrial skill standards. A 1996 conference brought together individuals who had worked on developing the two types of standards. The following were among the seven recommendations to emerge from the conference: promote collaboration among employers and academic and vocational educators in the development and use of standards; improve the definition and measurement of the levels of academic skills within the industry of skill standards; develop academic standards so that meeting those standards will indicate individuals' ability to apply the relevant academic skills outside the classroom; systematically experiment with different approaches to coordination of the two sets of standards; and focus on developing appropriate teaching strategies and associated curricula and effective ways to prepare teachers to use them. (Contains 20 references.) (MN)

ED 417 336 CE 076 080

Bailey, Thomas; Hughes, Katherine; Barr, Tavis
Achieving Scale and Quality in School-to-Work Internships: Findings from an Employer Survey.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 98
NOTE- 62p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Education Work Relationship; *Educational Quality; Educational Research; Employer Attitudes; Experiential Learning; High Schools; *Internship Programs; Job Placement; Postsecondary Education; Program Effectiveness; Program Evaluation; *Student Experience; *Student Placement; Vocational Education; Work Experience Programs

A study examined employer involvement in the school-to-work (STW) internship strategy by comparing characteristics of participating employers to a sample of nonparticipants. The five STW programs chosen for study were ones in which students spent a significant amount of time in work-based learning outside the classroom. A telephone survey gathered responses from 334 participating employers and 323 nonparticipants. Findings indicated that almost 25 percent of employers already provided internships. The most important motivation for participation remained philanthropic, although a strong minority of firms reported that bottom-line oriented reasons were the most important motivations. Students' work-based learning experiences were for the most part not in the traditional youth employing sectors. Nearly one-half were in

The European Union's most important challenge is to establish permanent, reliable methodologies and systems that support transparency and recognition of vocational qualifications. The concept of "transparency of qualifications" has replaced "recognition" and "comparability." "Transparency" points to the need to make national qualifications more visible and understandable to outsiders; the introduction of common standards is an unnecessary implication. In the 4 decades since the establishment of the European Community, the problems of recognition and transparency of vocational qualifications have been addressed in various ways. Three distinct stages have been identified: harmonization of vocational education and training (1957-73); approximation of vocational training levels (1974-92); and convergence of vocational training (1992-present). A number of projects with partners from several countries have been set up through the Leonardo da Vinci program to address core elements of the transparency problem. Other initiatives have addressed the problem of recognition and comparison of nonformal skills. Unfortunately, the exchange of information is too weak, interpretation too poor, and mechanisms supporting exchange of information and interpretation insufficiently developed. Two complementary strategies to increase transparency and mutual trust have been suggested: a European Qualifications' Transparency Network and a general system of binding agreements among the European countries. (Page format using three columns offer German, English, and French language versions.) (YLB)

ED 417 354   CG 028 129

Drew, Naomi
Learning the Skills of Peacemaking: A K-6 Activity Guide on Resolving Conflict, Communicating, Cooperating. Revised and Expanded.
PUB DATE- 95
NOTE- 243p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Children; *Conflict Resolution; Counseling Techniques; Curriculum Guides; Elementary Education; *Elementary School Students; Family Relationship; *Interpersonal Communication; *Interpersonal Competence; *Peace; Self Concept; Teaching Methods
IDENTIFIERS- *Peace Studies; Peer Mediation

Teachers, parents and other caregivers who wish to bring the skills of peacemaking to life in children and in the world rely on four basic concepts: accepting self and others, communicating effectively, resolving conflicts, and understanding intercultural differences. Ways in which adults can impart these skills to children are presented in this guide. Skills are presented in three stages: (1) "Peace Begins with Me"; (2) "Integrating Peacemaking into Our Lives"; and (3) "Exploring Our Roots and Interconnectedness." Each stage offers several lesson plans and ends with a review. Methods include classroom simulations and role plays, artwork, journaling, reading and research reports, and discussions. There are 59 age-leveled lesson plans and 11 bulletin boards. Topics include: Creating a Peaceful Classroom, Using "I Messages," Win/Win Guidelines, Creative Brainstorming, Taking Care of Our Earth, Peacemakers in My Life, Making Ethical Choices, Our Vision of a Peaceful School, Different Flags of Different Lands, Conflicts

Professional Issues," features: (15) "Preparing Counselors for Social Action" (B. B. Collison; J. L. Osborne; L. A. Gray; R. M. House; J. Firth; M. Lou); (16) "Interdisciplinary Collaboration for Social Change: Redefining the Counseling Profession" (F. Bemak); (17) "Professional Counseling in a Global Context: Collaboration for International Social Action" (C. C. Lee). The text concludes with "A Summing Up and Call to Action" (C. C. Lee; G. R. Walz). Each chapter contains references. (EMK)

ED 417 373 CS 013 002

Kelder, Richard
Rethinking Literacy Studies: From the Past to the Present.
PUB DATE- 96
NOTE- 12p.; Paper presented at the World Conference on Literacy (Philadelphia, PA, March 12-15, 1996). For other papers from this conference, see CE 075 168, 171, 173, 180, 183 and CS 012 996, CS 013 000.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Concept Formation; Educational History; Elementary Secondary Education; Higher Education; Language Usage; *Literacy; Metaphors; Models; *Student Needs

Reviewing the research literature in literacy studies demands patience to deconstruct the multilayered meanings of the concept of literacy. Literacy is a loaded term that is also embedded in myths associated with social and economic progress, political democracy, social and educational mobility, and the development of cognitive skills. Graff (1995) reminds readers that literacy has historically represented and continues to represent different things to people. Scribner (1988) "unpackages literacy" by using the metaphors of "adaptation," "power," and "state of grace"--if students' literacy skills are at level they are in the adaptive mode, below level and they have fallen from grace, and above level they attain power or status. Viewed as an abstract set of decontextualized skills, literacy contributes to the creation of the "deficit" model in educational and social systems. This model has been applied in many remedial reading and writing programs at all educational levels. Ironically, attempts to teach literacy skills in the schools often restricts literacy development because of educators' lack of knowledge and awareness of the interweaving of social, cultural, and oral literacy contexts of language use and identity. Students' language use in other contexts dramatically conflicts with school discourse and many students fail to acquire higher literacy skills. "Multiliteracies" must be studied in many contexts to better understand their role in instruction and curriculum development. There is a pressing need to define and recognize "non-schooled" literacies associated with different mediums and tools, including the technological, visual, and mathematical, and literacies associated with using information technology. (Contains 58 references.) (NKA)

ED 417 374 CS 013 072

Gunning, Thomas G.
Assessing and Correcting Reading and Writing Difficulties.
PUB DATE- 98

Inquiry; (9) Primary Level; (10) Intermediate Level; (11) Middle School Level; and (12) High School Level. Each chapter contains references and additional readings. (RS)

ED 417 394 CS 013 131

Bean, Thomas W.; Valerio, Paul Cantu; Senior, Helen Money; White, Fern
Secondary English Students' Engagement in Reading and Writing about a Multicultural Young Adult Novel.
PUB DATE- 97
NOTE- 24p.; Paper presented at the Annual Meeting of the National Reading Conference (47th, Scottsdale, AZ, December 3-6, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescent Literature; Case Studies; Content Analysis; Ethnicity; Grade 9; High Schools; Identification (Psychology); Journal Writing; Magnet Schools; *Multicultural Education; *Reader Response; Reading Research; Urban Education; Writing Research
IDENTIFIERS- Hawaii; *Literacy Engagement; *Response to Literature; Voice (Rhetoric)

This study explored 22 ninth-grade English students' reading engagement and interpretation of a young adult multicultural novel dealing with biethnic identity development. The descriptive multicase study charted students' literary engagement in an urban technology magnet school and a rural Hawaii high school. The research question was: What are the characteristics of students' writing during the reading and interpretation of a multicultural young adult novel? Detailed analyses of seven students' journal freewriting, character interpretation dialogue journals, and research papers on the novel's cultural authenticity revealed that students: (1) produced more personal and interpretive reactions to the novel than a simple description of events; and (2) students had a strong sense of agency and voice, supported by the reader-based style of teaching in both classes. This study points to the need for students to have opportunities to read and talk about literature that explores ethnic and cultural identity development. (Contains 18 references.) (Author/RS)

ED 417 395 CS 013 132

Pattnaik, Jyotsna
Making Connections with First-Generation Immigrants: A Cultural Literary Approach.
PUB DATE- 97
NOTE- 34p.; Paper presented at the Annual Meeting of the National Reading Conference (47th, Scottsdale, AZ, December 3-6, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Autobiographies; Content Analysis; Cross Cultural Studies; *Cultural Differences; Higher Education; *Immigrants; *Instructional Effectiveness; Interviews; *Preservice Teacher Education; Qualitative Research; *Student Attitudes
IDENTIFIERS- Cultural Studies; Textual Analysis

A qualitative study examined the effectiveness of the combination of autobiography, biography, and cross-cultural analyses in the context of preservice teacher education. Subjects were 21 preservice teachers at a rural Midwestern public university in

PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - General (050),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Audience Awareness; *Authors; Awards; *Childrens Writing; *Creative Writing; Electronic Publishing; *Marketing; Publishing Industry; *Writing for Publication
IDENTIFIERS- *Authorship; Marketing Strategies; Writing Contests

This completely updated edition of a marketing manual for writers ages 8 to 18 provides over 150 listings of markets and contests that accept submissions from young writers. The manual's listings discuss the kind of material the organization wants, the editor's or sponsor's remarks and suggestions, what a writer can expect in the way of pay, contest rules and prizes, and more, including information about online publications. The manual also offers: new profiles of professional editors and young writers; thorough directions for formatting plays and scripts (with examples); answers to those questions a young writer does not know whom to ask; help in studying markets and their guidelines; advice about markets and contests to avoid; information about local and regional places to submit writing; and tips with important information, warnings, and resource alerts. (NKA)

ED 417 415 CS 216 245

Sprinkle, Russ S.
Self-Assessment for Writing Instructors: A Practical Guide to More Effective Written Commentary.
PUB DATE- 98
NOTE- 14p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (49th, Chicago, IL, April 1-4, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Evaluation Methods; Heuristics; Higher Education; *Self Evaluation (Individuals); *Student Evaluation; *Teacher Response; *Writing Evaluation; *Writing Teachers
IDENTIFIERS- *Guided Self Analysis System

Writing instructors must first examine the ways in which they are currently making written comments to become more effective in fostering improved student writing. Three heuristic rubrics form the basis for a guided self-assessment rubric for writing instructors. The first rubric is based on the work of Elaine O. Lees (1979) and involves instructors charting their comments. The second rubric is based on the work of Rick Straub (1996), in which comments are divided into those that exert firm control, moderate control, or mild control. The third rubric is based on a modified version of Paul Diederich's work (1974) in which shared criteria for assessing student writing are divided into five essential categories: focus, development and support, organization, mechanics, and audience awareness. These rubrics do not simply tell or show instructors how to make written commentary, they guide instructors in teaching themselves the most appropriate methods of making effective written comments. Through application of these rubrics and other guided self-assessment techniques, writing instructors can begin to realize the potential inherent in guided self-assessment. Three appendixes present charts and category criteria for each of the rubrics. (RS)

ED 417 416 CS 216 246

ED 417 435 CS 509 773

Gorcyca, Diane A.; Leonard, Jessica G.; Cronk, Brian C.; Olesen, Kirsten B.
Communication Apprehension and the Basic Course: Effects across Educational Contexts and between Student Populations.
PUB DATE- 97
NOTE- 22p.; Paper presented at the Annual Meeting of the National Communication Association (83rd, Chicago, IL, November 19-23, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Freshmen; *Communication Apprehension; Communication Problems; Communication Research; *Communication Skills; Comparative Analysis; High Risk Students; Higher Education; *Introductory Courses; Open Enrollment; School Holding Power; Speech Communication; *Student Development; Teaching Methods
IDENTIFIERS- *Freshman Interest Groups; Personal Report of Communication Apprehension; Teaching Research

Comparisons were conducted to assess the impact of levels of communication apprehension (CA) on students in a traditional hybrid basic course against students placed in freshmen interest group (FIG) settings. This investigation assessed the impact of the FIG classroom at an open admissions 4-year college on reduction of communication apprehension (CA) as compared to a traditional basic communication course classroom. While 57 students completed the pretest, only 44 students completed both the pre- and the post-Personal Report of Apprehension (PRCA-24). Students from a highly selective admissions institution served as a comparison group for levels of CA. At the open admissions institution, correlations were determined between CA and GPA and retention levels. Results indicated that the basic course itself, regardless of setting has a beneficial impact on CA. Findings suggest that there was not a correlation between CA and GPA, nor was there a difference in the CA level in students between institutions. Issues of educational settings and expectations are discussed as they related to communication apprehension. (Contains 18 references.) (Author/CR)

ED 417 436 CS 509 774

Mottet, Timothy P.
Teaching from a Distance: "Hello, Is Anyone Out There?"
PUB DATE- 98
NOTE- 25p.; Paper presented at the Annual Ethnography in Research Forum (19th, Philadelphia, PA, March 6, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Environment; Classroom Techniques; *Distance Education; Electronic Classrooms; Ethnography; Higher Education; *Interactive Television; Qualitative Research; *Teacher Student Relationship; *Telecourses; *Television Teachers
IDENTIFIERS- Teaching Research; Technology Integration; *Televised Interactive Education System

This small, qualitative study examined how interactive television educators go about teaching in electronically-mediated environments where students remain separated from them. Three

A meta-analysis explored the association between past studies on intercultural communication effectiveness and intercultural communication competence, and examined the relationship between knowledge-based and skill-based attributes in predicting intercultural communication competence. A total of 16 studies met the criteria of having recoverable quantitative data measuring aspects of intercultural communication competence or effectiveness and occurred within the context of intercultural interaction. The studies were coded for five characteristics. Results indicated empirical support for arguing that there is a strong association between studies of intercultural communication competence and intercultural communication effectiveness--measurement of intercultural communication competence and intercultural communication effectiveness was demonstrated to be equivalent. Results also demonstrated that both knowledge and skills were positive predictors of the association between intercultural communication competence and intercultural communication effectiveness. Formerly, many academic studies of intercultural communication competence were motivated by four practical needs: (1) to explain overseas failures; (2) to predict overseas successes; (3) to develop personnel selection strategies; and (4) to design, implement, and test sojourner training and preparation methodologies (Ruben, 1989). More research efforts should be aimed at empirically testing theoretical assumptions and the measurement of various moderator variables. (Contains 88 references and 2 tables of data.) (RS)

ED 417 454 CS 509 800

Allen, Mike; Emmers-Sommer, Tara
Agenda for AIDS Education Research: Proposed Series of Meta-Analyses.
PUB DATE- 98
NOTE- 131p.; Paper presented at the Annual Meeting of the Central States Communication Association (Chicago, IL, April 2-5, 1998).
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Annotated Bibliographies; Disease Control; Disease Incidence; *Educational Research; Health Education; Interpersonal Communication; *Meta Analysis; Physical Health; *Public Health; *Research Needs
IDENTIFIERS- ERIC

This paper outlines a proposed series of research investigations that will be undertaken to examine issues relating to AIDS education and prevention. The issues involve considerations of culture and media and examine issues relevant to organizational, mediated, interpersonal, and health communication. Attached to the paper is the current bibliography of the resources on AIDS education and prevention currently in possession of the researchers/authors. The ability to generate information that can improve efforts at prevention and education continues to improve as this project expands. The acquisition and analysis of what is literally becoming thousands and thousands of manuscripts takes time and effort. That challenge is welcomed as well as the promise that such an endeavor offers. (Contains six references; appended are a 52-page annotated bibliography of "owned" articles, a 49-page annotated bibliography of "unowned" articles, and a list of ERIC resources.) (Author/CR) practical suggestions based on professional experience are offered. (RJM)

ED 417 475 EA 028 937

Jacobs, Richard M.
The Grammar of Catholic Schooling. The NCEA Catholic Educational Leadership Monograph Series.
PUB DATE- 97
NOTE- 115p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Catholic Educators; *Catholic Schools; *Educational Philosophy; *Educational Principles; Elementary Secondary Education; Ethical Instruction; Private Education; Religious Education; Values Education

A vigorous debate within the U.S. Catholic community questions the efficacy of Catholic schools. To explicate what many Catholics believe is the most appropriate educational program for youth, the educational philosophy, history, and theology of Catholic education are presented here. It is hoped that by isolating these principles, those who exercise Catholic educational leadership will be able to develop a comprehensive rationale that enables them to promote these principles. The monograph opens with an overview of the "grammar of Catholic schooling," suggesting this grammar represents an educational heritage that has evolved throughout the generations as local Catholic communities applied scripture and Church teaching to their unique context. The text then turns to the question of why it is important to study the grammar of Catholic education, explaining that an understanding of this grammar inculcates those intellectual habits that make students useful to themselves, to society, and to their religion. Six rules that constitute the grammar of education are offered, including "God is the beginning and end of human existence," and "Education is essentially a moral endeavor." The closing section details challenges that Catholic schooling presents for parents, bishops, diocesan superintendents, and students. (Contains approximately 165 references.) (RJM)

ED 417 476 EA 028 938

Liebschutz, David S.
State Taxes and the Family--An Update. State Fiscal Brief No. 46.
PUB DATE- 98
NOTE- 9p.; Updates ED 399 633 "with the assistance of Michelle Naples."
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; Finance Reform; *Low Income Groups; Poverty; Property Taxes; State Regulation; Tax Credits; *Tax Rates; Taxes
IDENTIFIERS- Sales Taxes; *State Taxes

Although 1997 saw many states enact tax cuts affecting families, 1997 cannot be characterized as a significant year for state tax relief for "poor" families. However, some states did make changes that will help the poor. These changes include: enactment of earned income tax credits (EITC) in two states (Massachusetts and Oregon), income tax changes in six states (Arizona, Louisiana, Maine, Massachusetts, Nebraska, and Wisconsin), sales tax changes in four states (Louisiana, Missouri, North Carolina, and New York), property tax changes

Learners: Selections from New Book" (Patricia A. Gabriel, Ann M. DeYoung, and Sandra K. Bajema); (10) "Multiculturalism and the Gifted Student" (Michael E. Walters); (11) "Books: A Basic Gifted Program" (Judith Wynn Halsted); (12) "Using the Internet: An Electronic Resource for Gifted Students, Their Parents and Teachers" (Adrienne O'Neill and Mary Ann Coe); (13) "Apollo 13: A Space Mission in Giftedness" (Michael E. Walters). (Some articles contain references.) (DB/LC)

ED 417 496   EC 306 237

Kelly, Luke E.
Adapted Physical Education National Standards (APENS) Job Analysis Survey. Results of a National Survey of the Roles Performed and Preparation Received by Professionals Serving as Adapted Physical Educators.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 98
NOTE- 66p.; A Project of the National Consortium for Physical Education and Recreation for Individuals with Disabilities.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adapted Physical Education; *Disabilities; Elementary Secondary Education; Higher Education; Licensing Examinations (Professions); National Surveys; Needs Assessment; *Physical Education Teachers; Standards; *Teacher Attitudes; Teacher Certification; Teacher Education; Teacher Responsibility; *Teacher Role

This report presents findings of a national survey to determine the job functions and training of teachers of adapted physical education. The survey was part of a larger project whose goal was to establish standards and a national certification examination for adapted physical educators. The survey involved questions concerning teacher education and experience, job demographics, roles and responsibilities, and perceptions of training received and desired. Surveys were sent to 575 adapted physical education teachers, which resulted in 293 usable surveys. Analysis of findings indicated that teachers spent an average of 51 percent of their time providing direct services to students and 26 percent providing indirect services. Most teachers served students of all ages and were involved in decisions regarding eligibility for services, placement, Individualized Education Program development, assessment, and instructional content. Teachers reported that their training had involved approximately equal emphases in scientific foundations, behavioral/educational foundations, and planning and implementation. The major sub-content areas in which respondents desired more training were teaching, motor development, continuing education, and human development. The survey is appended. (Contains 10 references.) (DB)

ED 417 497   EC 306 238

Special Education. A Program Evaluation Report. Report #97-03.
PUB DATE- 97
NOTE- 101p.
LANGUAGE- English
EDRS Price MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Compliance (Legal); Cost Effectiveness; *Disabilities; Educational Finance; Elementary Secondary

Fitzsimmons, Mary K.
School-Wide Behavioral Management Systems. ERIC/OSEP Digest #E563.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 98
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Behavior Change; *Behavior Disorders; *Behavior Problems; Discipline; Elementary Secondary Education; Interpersonal Competence; *Intervention; Program Development; Program Effectiveness; School Role; *Systems Approach
IDENTIFIERS- *Behavior Management; ERIC Digests; School Based Services

This digest reviews and summarizes what is known about effective school-wide behavioral management systems. Emphasis in such systems is on consistency throughout the building and across classrooms with the entire staff, both professional and nonprofessional, uniformly implementing common strategies. Common features of school-wide behavioral management systems are highlighted, including: (1) total staff commitment to managing behavior, whatever approach is taken; (2) clearly defined and communicated expectations and rules; (3) consequences and clearly stated procedures for correcting rule-breaking behaviors; (4) an instructional component for teaching students self-control and/or social skill strategies; and (5) a support plan to address the needs of students with chronic, challenging behaviors. Systems reviewed include Effective Behavioral Support, a school-wide process and individualized instruction designed to prevent and decrease problem behavior; expansion of placement options for students with behavioral and/or emotional disturbances; and Unified Discipline, a system which emphasizes unified attitudes, expectations, consequences, and team roles. A sample school-wide code of conduct is provided. (Contains 10 references.) (DB)

ED 417 516 EC 306 258

Flax, Marshall E.; Luchterhand, Charlene
Aging with Developmental Disabilities: Changes in Vision. Aging with Mental Retardation.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 98
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Aging (Individuals); *Developmental Disabilities; Health Services; Ophthalmology; Optometrists; *Symptoms (Individual Disorders); *Vision Tests; Visual Acuity; *Visual Impairments

This fact sheet uses a question-and-answer format to provide basic information about changes in vision for older adults and what kind of services are needed particularly adults with developmental disabilities. Questions address the following topics: the importance of eye exams for adults with

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Board of Education Policy; *Disabilities; *Educational Practices; Elementary Secondary Education; *Parent Attitudes; Parent Grievances; Parent Participation; *Parent School Relationship; *Participant Satisfaction; *Predictor Variables; School Districts; School Role; Surveys
IDENTIFIERS- Illinois

This paper discusses the results from a survey of 585 Illinois parents of children with disabilities that examined their satisfaction with school district practices. Five independent variables were statistically significant predictors of overall satisfaction with school district practices: (1) school responsiveness to concerns; (2) help in understanding rights; (3) knowledge of community services available; (4) agreement on day and time of meetings; and (5) having a person designated to contact for information. The paper also identifies obstacles to the implementation of the informed parental involvement and consent mandate in the Individuals with Disabilities Education Act, including the disparity between educational levels of parents, district confusion about the difference between an informed parent and a notified parent, use of technical jargon by professionals, philosophical differences in how children with disabilities are viewed, and district avoidance of difficult parents. (CR)

ED 417 535 EC 306 278

Seltzer, Tammy
A New IDEA: A Parent's Guide to the Changes in Special Education Law for Children with Disabilities.
SPONS. AGENCY- Eugene and Agnes E. Meyer Foundation, Washington, DC.
PUB DATE- 98
NOTE- 24p.; For a Spanish language version, see EC 306 279. Financial support also provided by the Center on Crime, Communities, and Culture and the Lois and Richard England Foundation.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Compliance (Legal); Decision Making; *Disabilities; *Discipline; *Educational Legislation; Elementary Secondary Education; Federal Legislation; Individualized Education Programs; *Parent Participation; Parent Rights; Parent School Relationship; *Special Education; Student Placement; Student Rights; Suspension
IDENTIFIERS- *Individuals with Disabilities Education Act Amend

This guide for parents explains the changes in the federal special education law resulting from the 1997 amendments to the Individuals with Disabilities Education Act (IDEA). Changes related to the parent's role in decisions about the child's education and in how schools can discipline special education students are highlighted. A question-and-answer format is generally used throughout the guide. After a section summarizing the importance of parental involvement, the next section considers such topics as eligibility under IDEA, disagreements with the school regarding testing, and re-testing requirements. Following a section on the parent's role in the placement decision, a section on writing the Individualized

Classroom situations) (055)
DESCRIPTORS- Curriculum Development; Definitions; *Developmental Disabilities; Disability Identification; Educational Needs; *Educational Practices; Elementary Secondary Education; Family Involvement; Individual Differences; Instructional Design; *Intervention; *Mental Retardation; *Student Evaluation; Student Placement; Teaching Methods; Training Methods
IDENTIFIERS- *Data Based Instruction

Twenty-six papers on the education of students with developmental disabilities are divided into 7 sections on: (1) definition and placement; (2) assessment and curriculum; (3) instructional strategies; (4) individual needs; (5) systematic and data-based instruction and management; (6) family involvement and community attitudes; and (7) appropriate services. The papers are: "Developmental Disabilities: Definition, Description, and Directions" (Tom E.C. Smith); "Defining Mental Retardation: The Natural History of a Concept" (J. David Smith); "Syndromes on the Margins of Mental Retardation: Dual Diagnosis and Balkanization" (Steven R. Forness and Kenneth A. Kavale); "Assessment: The Key to Appropriate Curriculum and Instruction" (Christine A. Macfarlane); "Assessment for Instruction of Students with Developmental Disabilities" (Andrea Rosenthal-Malek); "Appropriate Curriculum for Students with Developmental Disabilities" (Earle Knowlton); "Meeting the Life Skill Needs of Students with Developmental Disabilities in Integrated Settings" (H. Roberta Weaver, Shauna M. Adams, Mary F. Landers and Yvonne Bullock Fryberger); "Development of Friendships and Social Competence" (Andrea Rosenthal-Malek); "Effective Instructional Interventions for Students with Developmental Disabilities" (Deborah Huntington); "Small-Group Direct Instruction for Students with Moderate to Severe Disabilities" (Dennis D. Munk, Toni Van Laarhoven, Steven Goodman, and Alan C. Repp); "Beyond Acquisition: Teaching Generalization for Students with Developmental Disabilities" (Andrea Rosenthal-Malek and Arlene Bloom); "Behaving Independently: Considerations in Fading Instructor Assistance" (Felix F. Billingsley); "Multicultural Practice in Mental Retardation and Developmental Disabilities" (Scott Sparks); "Facilitating Friendships and Social Relationships between Students with Severe Disabilities and Their Peers" (Mary Ann Demchak); "Self-Determination for Children and Youth with Developmental Disabilities" (Michael L. Wehmeyer, James E. Martin, and Deanna J. Sands); "Assistive Technology Effective Practices for Students with Mental Retardation and Developmental Disabilities" (Howard P. Parette, Jr.); "Transition Practices for Students with Mental Retardation and Developmental Disabilities" (James M. Brown, Dianne Berkell Zager, Pat Brown, and Linda Price); "Data-Based Measurement and Evaluation" (Christine A. Macfarlane); "Classroom Management: Promising and Effective Practices for Students with Developmental Disabilities" (Deborah Huntington); "Reducing Challenging Behaviors in Learners with Developmental Disabilities through the Modification of Instructional Practices" (John J. Wheeler); "A Multidimensional Model for Understanding and Working with Parents and Families" (Alan Hilton); "Empowering Family Members To Work as Partners with Professionals" (Ann Horwath); "Attitudes about Individuals with Developmental Disabilities" (Ravic Ringlaben, Dale Dahmen-Jones); "The Roles and Responsibilities of Paraeducators Who Serve Students with Developmental Disabilities" (Anna Lou Pickett and Kent Gerlach); "Creating Inclusive Schools: Changing Roles and Strategies" (Darlene E. Perner and Gordon L. Porter); and "Effective Practice for Generating Outcomes of Significance: The Complexities of Transformational Change" (Garnett J. Smith,

NOTE- 64p.; In: Early Education Program for Children with Multiple Disabilities; see EC 306 317.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Children; Definitions; *Early Intervention; Environmental Influences; *Family Programs; *Family Relationship; Family (Sociological Unit); *Home Instruction; Home Programs; Infants; Inservice Education; Interpersonal Competence; Multiple Disabilities; Parent Participation; Postsecondary Education; Preschool Children; Preschool Education; Professional Development; *Severe Disabilities; Skill Development; Toddlers; Training Methods
IDENTIFIERS- *Eco Maps; Individuals with Disabilities Education Act Part H; Mississippi

This training module on family centeredness is from the Mississippi Early Education Program for Children with Multiple Disabilities, a program designed to train Individuals with Disabilities Education Act Part H service coordinators and service providers to use family centered strategies. The first part of the module, "Trainer Guidelines," presents instruction and major points to be made during the lecture and the second part of the module, "Trainee Workbook," contains a corresponding expansion of the lecture. Both parts are divided into the following sections: (1) an introductory section that provides an overview of the goals and objectives of the module; (2) a section on identifying variables that discusses how society defines "family" and how to focus on the family system; (3) a section on developing an Eco-Map that provides a step-by-step approach and the outcomes; (4) a section on developing positive communication that highlights the do's and don'ts of nonverbal and verbal communication; and (5) a final section that gives an overview of the module and provides a final measure of change in knowledge after the inservice training. Activities, along with transparencies, are provided to illustrate key concepts. (CR)

ED 417 572 EC 306 319

Stremel, Kathleen
Integrating Communication Skills into Functional Routines & Activities.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC. Early Education Program for Children with Disabilities.
PUB DATE- 98
NOTE- 25p.; In: Early Education Program for Children with Multiple Disabilities; see EC 306 317.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Children; *Communication Skills; *Early Intervention; Environmental Influences; Family Involvement; *Family Programs; *Family Relationship; Home Instruction; Home Programs; Infants; Inservice Education; Interpersonal Competence; Learning Modules; Multiple Disabilities; Parent Participation; Postsecondary Education; Preschool Children; Preschool Education; Professional Development; *Severe Disabilities; Skill Development; Toddlers; Training Methods

NEH-UT Collaborative Project for the Development and Implementation of Oral Assessment Materials. A Manual and Practical Guide for the Classroom Testing of Spoken Russian Using Authentic Task-Specific Assessment Rubrics.
SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, DC.
PUB DATE- 95
NOTE- 137p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Classroom Techniques; College Faculty; Elementary Secondary Education; Higher Education; Introductory Courses; Language Teachers; *Language Tests; Material Development; Needs Assessment; Oral Language; *Russian; Second Language Instruction; *Second Languages; *Test Construction; Textbooks; *Verbal Tests
IDENTIFIERS- *Authentic Assessment; Face to Face Level One; Face to Face Level Two

The National Endowment for the Humanities and University of Texas (NEH-UT) collaborative project was established to develop authentic and practical tests of spoken Russian for younger, beginning students of Russian, and to create a guide for their implementation into instruction. The development process involved teachers of Russian at the middle, junior high, and high school levels and college level. The resulting assessment materials are designed to accompany a widely-used "Face to Face" Russian textbook series and provide a model for development and use of authentic oral assessment rubrics for similar textbooks. During the school year following creation of the materials, the participating pre-college teachers introduced the tests into their curricula as preparation for their presentation and dissemination nationally. The report chronicles the need assessment and goal-setting process, outlines the rationale for authentic assessment, discusses the generic oral assessment approach used, makes suggestions for classroom implementation, and presents the assessment rubrics by chapter in the "Face to Face" series. Appended materials include contact information, the generic oral testing rubric, scoring sheets, and a blank rubric form. (MSE)

ED 417 592 FL 025 110

Silva-Corvalan, Carmen, Ed.
Spanish in Four Continents: Studies in Language Contact and Bilingualism.
PUB DATE- 95
NOTE- 315p.
LANGUAGE- English; Spanish
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- African Languages; Arabic; Aymara; Basque; *Bilingualism; Determiners (Languages); Discourse Analysis; Foreign Countries; Grammar; Language Maintenance; *Language Patterns; Language Research; *Language Role; *Language Variation; Linguistic Borrowing; Linguistic Theory; Mexican Americans; Portuguese; Pronouns; Puerto Ricans; Quechua; *Spanish; Syntax; Tenses (Grammar); Uncommonly Taught Languages; Verbs
IDENTIFIERS- *Language Contact

Papers on Spanish bilingualism and Spanish in contact with other languages include: "The Study of Language Contact: An Overview of the Issues" (Carmen Silva-Corvalan); "Language Mixture:

Second Languages; *Speech; *Speech Language Pathology; Teaching Methods
IDENTIFIERS- *Dysarthria

Physical linguistics is defined as the use of treatments from the field of speech pathology to enhance first and second language production in healthy individuals, resulting in increased quality and strength of phonation and articulation. A series of exercises for treating dysarthria (weakness, paralysis, discoordination, primary and secondary sensory deprivation, and alteration in tone of speech musculature), drawn from speech pathology texts, is outlined. Materials needed include tongue depressor, sterile gauze pads, and sterile rubber gloves. Theory underlying the treatments, areas to be improved by use of the exercises, determination of baseline performance, need, and objectives, and methods of recording procedures are discussed, and the procedures themselves are described. Forms for charting progress in tone improvement and strengthening throughout treatment are appended. (MSE)

ED 417 611 FL 025 134

Tice, Bradley S.
Metrical Phonology and SLA.
PUB DATE- 96
NOTE- 8p.; Paper presented at the Annual Meeting of the California Association for Bilingual Education (Bakersfield, CA, May 2, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; Educational Strategies; *English; *English (Second Language); Language Patterns; *Language Rhythm; *Phonology; Second Language Learning; *Second Languages
IDENTIFIERS- *Metrical Phonology

Metrical phonology, a linguistic process of phonological stress assessment and diagrammatic simplification of sentence and word stress, is discussed as it is found in the English language with the intention that it may be used in second language instruction. Stress is defined by its physical and acoustical correlates, and the principles of metrical phonology are outlined, with examples of the underlying syntactic structure of the English sentence. Word stress, a binary feature in metrical phonology, is then examined. It is concluded that the diagrammatic use of metrical trees simplifies the explanation of English stress patterns and their corresponding syntactic foundation, and can be used as a device to enhance understanding and acquisition of both structural and phonological aspects of English sentences. (MSE)

ED 417 612 FL 025 135

Kanazawa, Makoto
Learnable Classes of Categorial Grammars.
PUB DATE- 98
NOTE- 192p.; Revised version of doctoral thesis, Stanford University, 1994.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- *Grammar; Language Classification; *Language

Bercuson, David; Bothwell, Robert; Granatstein, J. L.
Petrified Campus: The Crisis in Canada's Universities.
PUB DATE- 97
NOTE- 216p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Academic Freedom; *Academic Standards; Attitude Change; Change Strategies; College Admission; College Choice; College Faculty; *College Planning; College Students; Educational Change; Educational Finance; Educational Quality; *Faculty Publishing; Financial Problems; Financial Support; Foreign Countries; *Government School Relationship; Higher Education; *Political Influences; Public Policy; Racial Bias; Sex Bias; Sexual Harassment; *Tenure
IDENTIFIERS- *Canada

This book, which examines Canada's university system in the 1990s, is a follow-up to a 1984 book that was critical of Canadian undergraduate education. Educational finance, college admission standards, gender and racial issues, tenure, academic freedom, and scholarly writing and publishing are among the topics discussed. The charges against the Canadian university system are: Canada's publicly supported universities are in deep trouble in 1997, with federal transfer payments being slashed and provincial funding declining; sexual harassment and a "chilly climate" for women have paralyzed the universities of Victoria, British Columbia, and Manitoba; students are facing high fees and low career expectations, while standards are declining in the high schools and in the universities themselves; tenure has transformed into job security without effective review; political correctness is being felt in the "traditional" university freedom to speak out and academic freedom to research and write about any subject; the universities, under the influence of provincial governments, are becoming frightened of ideas; the "publish or perish" trend continues, but increasingly what is published is unreadable to the public and often to other scholars; and the function of subsidies for publication needs to be examined, with an end toward fewer and better scholarly publications. An index is included. (SW)

ED 417 631 HE 031 083

The Impact of Higher Education on Connecticut's Economy, Workforce, Quality of Life, and Future.
SPONS. AGENCY- Connecticut Independent Coll. and Univ., Hartford. Inst. for Research and Public Service.
PUB DATE- 97
NOTE- 77p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Role; Degrees (Academic); *Economic Impact; Educational Planning; *Employment Patterns; Expenditures; Futures (of Society); Higher Education; *Labor Force Development; Minority Groups; *Private Colleges; *Quality of Life; Student Characteristics
IDENTIFIERS- *Connecticut; Economic Impact Studies

A study of the impact of independent colleges and universities on Connecticut's economy, workforce, quality of life, and future found a state economy in the 1990s very different from that of the past, one requiring increased educational attainment among the citizenry. Both higher high school graduation rates and survey form and statistical findings are appended. (SW)

ED 417 649 HE 031 102

Kridel, Craig, Ed.
Writing Educational Biography: Explorations in Qualitative Research. Critical Education Practice; Volume 13. Garland Reference Library of Social Science, Volume 1098.
PUB DATE- 98
NOTE- 304p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Archives; Autobiographies; *Biographies; Case Studies; *Doctoral Dissertations; *Educational History; Educational Research; Ethnography; Higher Education; Historians; *Historiography; Oral History; *Qualitative Research; *Research Methodology; Teacher Education; Writing (Composition)

This collection examines many influences of biographical inquiry in education and discusses methodological issues from the perspectives of veteran and novice biographers. The section on qualitative research and educational biography contains the following chapters: "Musings on Life Writing: Biography and Case Studies in Teacher Education" (Robert V. Bullough, Jr.); "Ethnography with a Biographic Eye" (Corrine E. Glesne); "Revealing Human Agency: The Uses of Biography in the Study of Educational History" (Barbara Finkelstein); and "Construction Scars: Autobiographical Voice in Biography" (William F. Pinar, Anne E. Pautz). A section on methodological issues and biographical research contains the following chapters: "The Issue of Subject: A Critical Connection" (Blanche Wiesen Cook); "The Issue of Gender: Continuing Problems in Biography" (Linda C. Wagner-Martin); "Black Subject, White Biographer" (Wayne J. Urban); and "Trust and Memory: Explorations in Oral History and Biography" (Alan Wieder). A section on archival research and educational biography contains the following chapters: "Unique Resources: Research in Archival Collections" (Herbert J. Hartsook); "Fair Use Issues in Archival and Biographical Research" (Philo Hutcheson); "The Historical Recovery of Edyth Astrid Ferris" (Geraldine Joncich Clifford); and "On Becoming an Archivist and Biographer" (Louis M. Smith). A section of educational biography as dissertation research contains the following chapters: "Finding Facts, Telling Truths, Achieving Art" (Katherine C. Reynolds); "Willing Biographer, Unwilling Subject" (Tony Reid); "The Biographer's Relationship with Her Subject" (Lynda Anderson Smith); "A Search for Prose That Recreates the Past" (Thomas B. Horton); and "Is It Fiction or Biography?" (Edwin C. Epps). The last section on implications for the field of education contains: "Biography, Education and Questions of the Private Voice" (Janet L. Miller); "I Search, You Search, We All Search: Biography and the Public Voice" (William Ayers); "Asking Questions About Telling Stories" (D. Jean Clandinin, F. Michael Connelly); and "Inquiry, Data and Understanding: A Search for Meaning in Educational Research" (Lorin W. Anderson). An epilogue, "Advice to Aspiring Educational Biographers" (Louise DeSalvo), is also included. (Contains 292 references). (SW)

ED 417 650 HE 031 103

Fall 1995 Enrollment at Public, Four-Year Colleges and Universities.

"confidence in long term planning" was preferred. The results from the Confidence in Long Term Planning sub-scale showed small but significant relationships with scores on coursework, examination results, and end of year assessments. In addition, women students scored significantly higher than men on the Daily Planning sub-scale. (DB)

ED 417 668 HE 031 124

Bauser, William W.
Development of Student Assessment Survey for Northeastern University's University College Liberal Arts Program.
PUB DATE- 97
NOTE- 57p.; Ed.D. Practicum, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adult Students; Graduate Surveys; Higher Education; *Liberal Arts; Majors (Students); *Program Evaluation; Questionnaires; Rating Scales
IDENTIFIERS- *Northeastern University MA

This practicum report describes the development of a student assessment survey to evaluate whether the liberal arts programs at Northeastern University (Massachusetts) were meeting the needs of the adult student population. Emphasis was on determining appropriate content and format design for a student assessment survey. A student outcomes survey was designed and was pilot tested with seven graduates of the liberal arts programs. Validation indicated the measure was useful in assessing the outcomes of graduates. The measure allowed respondents to evaluate the program's effectiveness in developing respondents' comprehension, accessibility, retrieval, and communication skills and appeared to be relevant to the educational experience and career choice of the adult student. It was also concluded that the mail survey was the best format. Appendices include names of individuals involved in the study, a list of survey objectives, and the survey instrument itself. (Contains 28 references.) (DB)

ED 417 669 HE 031 125

Bialek, Steven C.; Lloyd, Ann Groves
Post Graduation Impact of Student Leadership.
SPONS. AGENCY- American Coll. Personnel Association, Alexandria, VA.
PUB DATE- 98
NOTE- 17p.; Support also received from the Wisconsin College of Personnel Association.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Alumni; Alumni Associations; *College Outcomes Assessment; Graduate Surveys; Higher Education; Interviews; *Leadership Qualities; Qualitative Research; Self Evaluation (Individuals); *Student Development; *Student Leadership
IDENTIFIERS- *University of Wisconsin Madison

This qualitative research study examined the impact of student leadership experiences on the personal and professional lives of alumni three to five years after graduation. Twenty-six former student members of two student alumni leadership groups at the University of Wisconsin-Madison were interviewed by telephone. Interviews focused on participants' recall of their student leadership experience and its impact on their current

Kimball, Bruce A.; Orrill, Robert, Ed.
The Condition of American Liberal Education: Pragmatism and a Changing Tradition. An Essay with Commentaries and Responses.
PUB DATE- 95
NOTE- 299p.; Based on a College Board seminar (November 10, 1994).
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Education Work Relationship; Educational Change; *Educational Philosophy; Educational Trends; Higher Education; *Liberal Arts; Role of Education
IDENTIFIERS- *Pragmatism

This book presents an essay on U.S. liberal education and 24 commentaries on it. The essay, "Toward Pragmatic Liberal Education" by Bruce A. Kimball suggests that a consensus is emerging in reform efforts that a new and distinctly American version of liberal education is emerging which owes much to the current resurgence of American pragmatic thought. The second part of the book consists of commentaries on Kimball's essay. These include: "Possibilities for Remaking Liberal Education at the Century's End" (Stanley N. Katz); "Historical Perspective and Our Current Educational Discontents" (Francis Oakley); "Marketing Postmodernism" (Louis Menand); "Knowledge, America, and Liberal Education" (Julie Thompson Klein); "Pragmatic Missions and the Struggle for Liberal Education in State Colleges and Universities" (June K. Phillips); "Pragmatism Won't Save Us But It Can Help" (Richard M. Freeland); "Pragmatism, Liberal Education, and Multiculturalism: Utilizing the Master's Tools' To Restructure the Master's House' for Diversity" (Shirley Hune); "Four Appreciative Queries" (Eva T. H. Brann); "On the Purposes' of Liberal Education" (W.B. Carnochan); "Response to Bruce Kimball's Toward Pragmatic Liberal Education'" (Edmund W. Gordon); "After Pragmatism, What?" (Nicholas H. Farnham); "Pragmatism: Plausible or Panacean?" (John H. Morrow, Jr.); "Seeking Pragmatic Essentialism" (Douglas W. Foard); "Pragmatism, Liberal Education, and the Transformation of Knowing" (Douglas Sloan); "Pragmatism, Scientific Method, and Liberal Education" (Sandra B. Rosenthal); "Wishful Thinking: On the Convergence of Pragmatism and Liberal Education" (Robert B. Westbrook); "Funeral Rites" (David M. Steiner); "Needed: A Pedagogy Please!" (Thomas F. Green); "No Consensus in Sight" (Alan Ryan); "Because I Like the Questions" (Arturo Madrid); "Prognostication and Doubt" (Ellen T. Harris); "Reckoning versus Reasoning: A Struggle for the Soul of Mathematics" (Susan L. Forman and Lynn Arthur Steen); and "The Educated Person, Curriculum Content Standards, and Pragmatic Liberal Education" (Miles Myers). An index is included. (DB)

ED 417 689   HE 031 148

Coombs, Robert Holman
Surviving Medical School.
PUB DATE- 98
NOTE- 197p.; "Insights" commentaries by Bernard Virshup.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Career Choice; Higher Education; *Medical Schools; *Medical Students; Self Evaluation (Individuals); *Student

scholarship, textbooks, libraries, teaching, the importance of place, and uncertainties. (Some papers contain references.) (SWC)

ED 417 707 IR 018 774

Network Technology Based Application.
PUB DATE- 98
NOTE- 19p.; Session 5 of "Information Technology in Education and Training (IT EDU98). Proceedings"; see IR 018 769. For sessions 1-6, see IR 018 770-775.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Networks; Databases; *Distance Education; *Educational Technology; Foreign Countries; Higher Education; Information Technology; *Telecommunications
IDENTIFIERS- Network Management; Network Protocols; University of Hawaii; Vietnam

The fifth session of IT EDU98 consisted of four papers and was chaired by Nguyen Thanh Son (University of Technology, Ho Chi Minh City, Vietnam). "Distance Education at University of Hawaii" (David Lassner) investigates the technologies in use at the University of Hawaii, including: SkyBridge; HITS (Hawaii Interactive Television System); I-Net (Institutional Network); compressed digital video; and satellite. "An Approach to Distance Education by Using Network Technology" (Dam Quang Hong Hai) presents one method for creating a distance course by using network technology that can be implemented with the telecommunications network in Vietnam. "About the Ways To Solve the Shortage of IP Addresses" (Phan Cong Vinh) suggests ways for network managers to handle the high demand and short supply of IP addresses. "Introduction to Very Large Databases" (Do Hoang Cuong) defines a very large database, looks at maintenance issues, and provides guidelines for implementing solutions. (SWC)

ED 417 708 IR 018 775

Learning Machine, Vietnamese Based Human-Computer Interface.
PUB DATE- 98
NOTE- 62p.; Session 6 of "Information Technology in Education and Training (IT EDU98). Proceedings"; see IR 018 769. For sessions 1-6, see IR 018 770-775.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Algorithms; Character Recognition; Color; Educational Technology; Foreign Countries; Human Factors Engineering; *Information Technology; Knowledge Base for Teaching; *Machine Translation; Mathematics; Optical Scanners; Programming; *Vietnamese; Word Recognition
IDENTIFIERS- Neural Networks

The sixth session of IT EDU98 consisted of seven papers on the topic of the learning machine--Vietnamese based human-computer interface, and was chaired by Phan Viet Hoang (Informatics College, Singapore). "Knowledge Based Approach for English Vietnamese Machine Translation" (Hoang Kiem, Dinh Dien) presents the knowledge base approach, which consists of concepts such as things, actions, relations, and attributes, comparison of the capabilities of the two systems. User education relating to ERIC on CARL is called for on the part of libraries finding themselves with no other access to the database; the incomplete sets of retrieved information are cause for concern. Users need to be aware of the shortcomings of CARL, and institutions with large numbers of off-campus students have a particular responsibility to inform their clients of potential problems with their searches. Librarians should evaluate their own working environments to determine if impediments to access such as those found at University of Wyoming exist in their local situations. (Contains 21 references.) (AEF)

ED 417 727   IR 056 954

Plan for a Statewide On-Line Information System for Libraries (MnLINK).
PUB DATE- 97
NOTE- 147p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Improvement; Educational Resources; *Higher Education; *Information Networks; *Information Services; Information Systems; *Library Networks; Library Services; *State Legislation; *State Programs
IDENTIFIERS- *Minnesota

The 1996 Legislature directed the Minnesota Higher Education Services Office (HESO), in cooperation with the Library Planning Task Force to, "create a plan and process to develop a statewide on-line information system for libraries"; this memo with attached information was submitted in fulfillment of that request. The name chosen for the new statewide system is the Minnesota Library Information System or MnLINK. MnLINK will link public, academic, school, and government libraries all over Minnesota so that they will appear to the user as a single resource; it will be a powerful statewide multitype library and information system and will play a major part in improving the quality of education, research, and economic development in Minnesota; and it will be a gateway to the rapidly expanding world of information sorted in electronic formats. State-of-the-art software and hardware will be used to provide people with a comprehensive guide to the effective use of library and information resources. Also included are: the process and key accomplishments to date; budget information; governance model; and implementation timeline. Attachments include the Library Planning Task Force, working group and subcommittee members; a draft Request for Proposal I: Components Relating to an Integrated Library Management System; a diagram of MnLINK functions and responsibilities; and a checklist of requirements for participants. (AEF)

ED 417 728   IR 056 955

Lankes, R. David
The Virtual Reference Desk: Building a Network of Expertise for America's Schools. White Paper.
PUB DATE- 98
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

Competency-based teacher and student materials on steering and suspension are provided for a diesel technology curriculum. Eleven units of instruction cover the following topics: chassis, tires, and wheels; steering; and suspension. The materials are based on the curriculum-alignment concept of first stating the objectives, then developing instructional strategies for teaching to those objectives, and finally, assessing to those same objectives. The teacher pages contain some or all of the following components: suggested activities, transparency masters, teacher supplements, answers to assignment sheets, written test, answers to written test, and unit evaluation form. Student pages include objective sheets, information sheets, student supplements, assignment sheets, and job sheets. Both teacher and student pages, as well as introductory pages, are included in the teacher edition. In addition to the general information such as the table of contents, foreword, and acknowledgments, the following information is included in the introductory pages: use of the publication; competency profile; instructional and task analysis; related academic and workplace skills list; tools, equipment, and materials list; and NATEF crosswalk, which identifies the National Automotive Technicians Education Foundation tasks covered in the publication by unit number and job sheet number. Contains 34 references. (KC)

ED 417 280 CE 075 959

Barbieri, Dave; Miller, Roger; Kellum, Mary
Diesel Technology: Engines. Teacher and Student Editions.
PUB DATE- 98
NOTE- 1023p.; For related documents, see ED 227 245, ED 317 823, ED 318 917-918, ED 318 922, ED 387 604, and CE 075 956-958.
LANGUAGE- English
EDRS Price- MF7 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Agricultural Machinery; *Auto Mechanics; Citations (References); Competence; Competency Based Education; Course Content; *Diesel Engines; Educational Resources; *Job Skills; *Learning Activities; Motor Vehicles; Postsecondary Education; Secondary Education; *Small Engine Mechanics; *Teaching Methods; Trade and Industrial Education; Units of Study; Vocational Education
IDENTIFIERS- National Automotive Technicians Educ Foundation

Competency-based teacher and student materials on diesel engines are provided for a diesel technology curriculum. Seventeen units of instruction cover the following topics: introduction to engine principles and procedures; engine systems and components; fuel systems; engine diagnosis and maintenance. The materials are based on the curriculum-alignment concept of first stating the objectives, then developing instructional strategies for teaching to those objectives, and finally, assessing to those same objectives. The teacher pages contain some or all of the following components: suggested activities, transparency masters, teacher supplements, answers to assignment sheets, written test, answers to written test, and unit evaluation form. Student pages include objective sheets, information sheets, student supplements, assignment sheets, and job sheets. Both teacher and student pages, as well as introductory pages, are included in the teacher edition. In addition to the general information such as the table of contents, foreword, and acknowledgments, the following

(Andrew Kolstad); "Using Large-Scale Assessments to Set Educational Policy: An Agenda-Analytic Approach" (Peter B. Mosenthal); and "Literacy Assessment in the Service of Literacy Policy" (Richard L. Venezky). (MN)

ED 417 299 CE 075 992

Pruitt, Wes
Career Development Standards. What Are They? Background Paper.
PUB DATE- 97
NOTE- 19p.; For a related document, see CE 075 993.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Standards; Advisory Committees; Articulation (Education); *Career Development; *Career Education; *Definitions; Educational Planning; National Standards; Postsecondary Education; Secondary Education; *Standards; *State Standards; *Statewide Planning
IDENTIFIERS- *Washington

Washington's Workforce Training and Education Coordinating Board (WTECB) conducted research to identify components that constitute a content definition of career development by relating history, defining nomenclature, identifying issues, and describing the various approaches to such standards. Past efforts to establish academic and career development standards at the national and state levels were reviewed. Special attention was paid to the following: the rationale for standards; standard definitions; progress to date; and standard-setting issues (subject-matter content, criteria for developing standards, taxonomy approaches, scope of content, and articulation with postsecondary education). As a result of its research, the WTECB identified a total of 33 components in 7 categories as the career development standards preferred by employers in high-performance workplaces. Among the components identified were the following: career preparation (career awareness, planning and setting career goals, awareness of workplace habits, work-based learning experience, job search and retention skills); personal responsibility (personal striving, sociability, self-management, autonomy, balance of work and family); technology; interpersonal (participates as a team member, teaches others, serves clients/customers, leads, negotiates, works with cultural diversity); information (acquires, evaluates, organizes, maintains, interprets, and communicates information); systems; and resources (manages time, money, materials and facilities, human resources). (Contains 48 footnotes) (MN)

ED 417 300 CE 075 993

Career Development Standards. What Are They?
PUB DATE- 97
NOTE- 8p.; For a related document, see CE 075 992.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Career Development; *Career Education; Competence; *Education Work Relationship; Educational Legislation; Educational Needs; Employer Attitudes; Employment Opportunities; *Employment Qualifications; National Standards; Secondary Education; State Legislation; *State Standards; *Statewide Planning

Postsecondary Education; Secondary Education; *Self Evaluation (Individuals); Values Clarification
IDENTIFIERS- Arizona; *Career Paths

This student guide, to be used with the student's family, teachers, and school counselor contains a step-by-step process for determining appropriate career pathways related to the student's interests and abilities and careers that incorporate those characteristics. The career pathways identified in the guide are as follows: (1) arts, communications, and humanities; (2) business systems; (3) engineering and industrial systems; (4) health services; (5) natural resources; and (6) social and human services. Learning activities and exercises include the following: how to decide on a career pathway; identifying interests, talents, and abilities; gathering career information; what to expect at work; monthly expenses and income needs; setting priorities; making an initial career pathway selection; identifying careers to explore; completing a course plan and individual career pathways plan; connections between classes and careers; course plans of study; individual career pathways plan for grades 6-14; exploring career preparation choices; and evaluating educational options beyond high school. (KC)

ED 417 318 CE 076 042

Career Pathways. An Implementation and Resource Guide.
PUB DATE- 97
NOTE- 57p.; For a related student guide, see CE 076 041.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Career Choice; *Career Development; *Career Education; *Education Work Relationship; Marketing; Occupational Aspiration; Occupational Information; Postsecondary Education; Program Development; Program Implementation; Secondary Education; *Self Evaluation (Individuals); Values Clarification
IDENTIFIERS- Arizona; *Career Paths

This implementation guide is designed to be used by schools and school districts that wish to implement the "Career Pathways" program in their schools. The guide includes three sections. Section one provides an introduction to the "Career Pathways" system, including information on the program's philosophy and benefits. Section two describes implementation strategies and outlines a "Career Pathways" presentation to be adapted by a school or district. Section three contains resources including promotional materials, directions for using the Student Guide, and sources of career information. The guide contains 12 references. (KC)

ED 417 319 CE 076 044

Successful Strategies: Teaching and Learning in Arizona Schools.
PUB DATE- 97
NOTE- 50p.; For the 1996 edition, see ED 399 407.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Demonstration Programs; *Education Work Relationship; Educational Quality; Elementary Secondary

administrative support positions. Interns were also overrepresented in technical occupations. Firms tended to provide higher quality placements when they expected the interns to stay at the firm. Data suggested higher quality for internships in not-for-profit and government organizations than in private, for-profit firms, but the internships in the for-profits provided somewhat more opportunity to learn. Implications for future research and program development were as follows: need for a more comprehensive analysis of costs and benefits of participation and need for better measures of quality. (Appendixes contain 22 references and additional data.) (YLB)

ED 417 337 CE 076 082

Barker, Sue; Burns, Kathryn; Bowers, Jana; Pruitt, Jeanni; Pate, Sally
The Northeast Texas Adult Education Rural Workplace Literacy Program. Annual Performance Report.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 98
NOTE- 196p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Community Colleges; Curriculum; Education Work Relationship; English (Second Language); Learning Activities; *Literacy Education; Needs Assessment; Participant Satisfaction; *Partnerships in Education; Pretests Posttests; Program Effectiveness; Program Evaluation; Questionnaires; Records (Forms); Regional Programs; Rural Areas; *Rural Education; School Business Relationship; Student Evaluation; Summative Evaluation; Task Analysis; Two Year Colleges; Workplace Literacy
IDENTIFIERS- *Texas (Northeast)

The Northeast Texas Adult Education Rural Education Workplace Literacy Program, which is a partnership between Northeast Texas Community College and area businesses, offers workplace literacy instruction designed around job-specific basic skills. Training is offered in the following: applied workplace technology; applied math skills; measurements with micrometers; process accuracy for qualify products; crane safety; fork truck operations; and workplace English as a second language. During its third year, the project served 546 individuals and met or exceeded all its objectives. On posttests, participants manifested significant improvements in reading, writing, math, problem solving, reasoning, listening, and communication skills. Of those participants who lacked a high school diploma, 24% completed all requirements to receive a high school diploma or its equivalent. All participants identified as limited English proficient demonstrated improvements in their English skills. Participant and employer satisfaction with the programs was overwhelmingly positive. (Appendixes constituting approximately 70% of this document contain the following: project-related correspondence and newspaper articles; program certificate; program announcement; information about task analysis and needs assessment; Spanish translation of the program agenda; 41 graphs summarizing students' progress as measured on pre- and posttests; project advisory committee minutes; blank and completed participant evaluation forms; and feedback from participating businesses.) (MN) in the News, and Being Global Citizens. Materials are presented for getting a school-wide program started, working with parents, and for integrating peacemaking into other content areas. Includes a bibliography, lists of books for parents and teachers, children's books, records and tapes, and resource organizations. (EMK)

ED 417 355 CG 028 131

Vernon, Ann
Thinking, Feeling, Behaving: An Emotional Education Curriculum for Children. Grades 1-6.
PUB DATE- 89
NOTE- 251p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Child Behavior; Children; *Decision Making Skills; Elementary Education; Elementary School Curriculum; *Elementary School Students; *Emotional Adjustment; Emotional Development; Group Guidance; *Guidance Programs; Rational Emotive Therapy
IDENTIFIERS- Living School NY

Given the many problems that children face, it is imperative that they be taught coping skills. To aid in this effort, a comprehensive curriculum to help youngsters learn positive mental health concepts is presented here. It contains 90 activities which have been field tested. For each pair of grades (1/2, 3/4, 5/6) activities are grouped into five topic areas: (1) Self-Acceptance; (2) Feelings; (3) Beliefs and Behavior; (4) Problem Solving and Decision Making; and (5) Interpersonal Relationships. Developmentally appropriate lessons build on previous program experiences throughout the curriculum. Each activity is presented complete with its objective, materials list, procedure, handouts and worksheets. A discussion guide is also included which contains both content and personalization questions to encourage children to apply the concepts they learn and to cope more positively with the changes of growing up in an unstable world. Student involvement is featured through simulation games, role playing, stories, written activities, brainstorming, and art activities. A brief overview of Rational-Emotive Therapy, the conceptual basis of the program, is given and additional references are provided. Contains an index of activities. (EMK)

ED 417 356 CG 028 132

Vernon, Ann
Thinking, Feeling, Behaving: An Emotional Education Curriculum for Adolescents. Grades 7-12.
PUB DATE- 89
NOTE- 243p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adolescents; *Emotional Adjustment; Emotional Development; Group Guidance; *Guidance Programs; Rational Emotive Therapy; Secondary Education; *Secondary School Students
IDENTIFIERS- Living School NY

Given the many problems that adolescents face, it is imperative that they be taught coping skills. To aid in this effort, a comprehensive curriculum to help youngsters learn positive mental health concepts is presented here. It contains 90

NOTE- 587p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Early Intervention; Elementary Secondary Education; Emergent Literacy; Informal Reading Inventories; *Low Achievement; *Reading Achievement; *Reading Difficulties; Reading Improvement; Reading Strategies; Student Evaluation; *Study Skills; Teaching Methods; *Vocabulary Development; Word Recognition; Writing Achievement; *Writing Difficulties; Writing Strategies

Although grounded in theory and research, this book is a practical text that specifies how to assess students and how to use assessment results to provide effective instruction for low achieving readers and writers. Forty sample lessons, described in step-by-step fashion, cover virtually every major skill or strategy. The emphasis is on teaching strategies that students can use independently for improving word recognition, vocabulary knowledge, comprehension, reading in the content areas, writing, and study skills. Chapters in the book are: (1) Introduction to Reading Difficulties; (2) Factors Involved in Reading and Writing Difficulties; (3) Overview of Assessment; (4) Placing Students: The Informal Reading Inventory and Related Measures; (5) Assessment of Reading and Writing Processes; (6) Assessment of Cognitive, School, and Home Factors; (7) Emergent Literacy and Early Intervention Programs; (8) Teaching High-Frequency Words; (9) Teaching Phonics; (10) Syllabic, Morphemic, and Contextual Analysis and Dictionary Strategies; (11) Building Vocabulary; (12) Building Comprehension; (13) Reading to Learn in the Content Areas; (14) Building Study Strategies; (15) Building Writing Strategies; (16) Severe Problem Cases, Students Acquiring English, and Older Students; (17) Materials, Voluntary Reading, and Technology; and (18) Organization of Early Intervention and Corrective Programs. Contains approximately 650 references. Appendixes present informal assessment measures; a 73-item list of high-interest, low-readability books; and a sample assessment report. (RS)

ED 417 375 CS 013 073

Graves, Michael F.; Juel, Connie; Graves, Bonnie B.
Teaching Reading in the 21st Century.
PUB DATE- 98
NOTE- 608p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Case Studies; Elementary Education; *Emergent Literacy; English (Second Language); Futures (of Society); *Independent Reading; *Reading Instruction; Reading Writing Relationship; *Student Evaluation; Vocabulary Development; *Word Recognition
IDENTIFIERS- *Critical Literacy; *Lifelong Readers

Melding what has been learned from research, theory, and experience, this book presents a comprehensive plan for assisting students in becoming lifelong readers and attaining the level of critical literacy crucial for success in the 21st century. Chapters begin with a brief personal statement or which only 9% of the 11,000 students were from minority backgrounds. Subjects, for a class assignment, wrote their autobiographies, then wrote a biography of a first-generation immigrant after conducting in-depth interviews with the person, and then made a cross-cultural analysis comparing the two different life histories. A constant comparison method was used to conduct textual analyses of each student's biography, autobiography, and cross-cultural analysis. Results indicated that the preservice teachers: (1) discovered their own "cultural lenses"; (2) discovered similarities in human experiences; (3) discovered and respected cultural differences; (4) understood the problems faced by new immigrants; (5) empathized with immigrants' problems; (6) overcame their fear of noncommunication; (7) strengthened their personal beliefs; and (8) visualized strategies to use in their classrooms and with immigrant parents. Findings suggest that the combination of autobiography, biography, and cross cultural study moved participants beyond the past and present to visualize and construct the future experiences for their personal and professional lives. Future research could explore the long-term impact of the strategy on participants after they enter the teaching profession. (Contains 45 references.) (RS)

ED 417 396 CS 013 133

Kouba, Vicky L.; Champagne, Audrey B.; Piscitelli, Michael; Havasy, Monique; White, Kara; Hurley, Marlene
Literacy in the National Science and Mathematics Standards: Communication and Reasoning. Report Series 3.14.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 92p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Standards; Communication (Thought Transfer); Content Analysis; Discourse Analysis; Elementary Secondary Education; *Literacy; *Mathematics Education; *National Standards; *Science Education; Thinking Skills
IDENTIFIERS- Benchmarks for Science Literacy; National Science Education Standards; NCTM Curriculum and Evaluation Standards; NCTM Professional Teaching Standards

A study analyzed in detail the perspectives in science and mathematics literacy found in the national standards for science and mathematics. The National Science Education Standards (NSES), the Benchmarks for Science Literacy, the Curriculum and Evaluation Standards for School Mathematics, and the Professional Teaching Standards for School Mathematics were analyzed using a consensus-building iterative process to identify those standards that address communication (speaking, listening, reading and writing) and reasoning. Results indicated that the standards documents examined proposed similar perspectives on literacy that differed, however, in significant ways. The Benchmarks for Science Literacy give greater emphasis to knowing principles than to the application of principles, while the Curriculum and Evaluation Standards for School Mathematics emphasize the reverse. The NSES overall emphasizes the knowing of principles, but not when just the communication and reasoning components are considered. The NSES contains the most detailed description of ordinary literacy based in the discipline of science or mathematics, while the view of ordinary adult science and mathematics literacy held by framers of the Mathematics Standards and the Benchmarks must be

Hartnett, Carolyn G.
Themes in English Handbooks.
PUB DATE- 97
NOTE- 31p.; Revised version of a paper presented at the Annual Meeting of the Linguistics Association of Canada and the United States (1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Essays; Guides; Higher Education; *Student Evaluation; *Textbook Content; Textbook Research; Textbooks; *Writing Evaluation; *Writing Instruction; *Writing Skills
IDENTIFIERS- *Functional Linguistics; *Texas Academic Skills Program

There has been much discussion of what students need to know to write effectively. An example of criteria is the requirements for the Writing Sample of the Texas Academic Skills Program (TASP). Students, unless exempted, must write an essay that meets this standard before they can receive an associate diploma or enroll in junior-level courses in public colleges and universities in Texas. A comparison of the TASP criteria with the contents of more than a dozen recent handbooks for college composition students was made. The instructor's annotated editions of popular handbooks, publishers' bibliographies for teachers and other sources for references to unused approaches and contents that might contribute to the development of students' writing abilities were also examined. For each requirement, a summary was made of: (1) what the handbooks cover, especially new concepts; (2) what relevant research is recognized by the authors but does not appear in the student pages; and (3) what one alternative, modern functional linguistics, could offer if the appropriate pedagogy were developed and teachers were taught how to apply what is already known. A list of the 19 handbooks and textbooks examined is attached. Contains 22 references. (Author)

ED 417 417 CS 216 248

Duffy, John
Roots of a New American Literacy: Hmong Writing in Laos and the U.S.
PUB DATE- 98
NOTE- 6p.; "English Update" is published by the Center on English Learning and Achievement.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Research/Technical (143)
DESCRIPTORS- *Cultural Context; Foreign Countries; *Hmong People; *Literacy; *Writing Skills
IDENTIFIERS- *Discourse Communities; *Historical Background; Laos; Wisconsin (North)

This article delineates a study which examines both the historical basis of Hmong literacy development (in the years before they left Laos) as well as the more recent history (since 1975) of a Hmong group that settled in northern Wisconsin. The article discusses the development and functions of literacy in the United States, particularly as experienced by an ethnic minority. The article focuses on the different uses of writing among the Hmong in Wisconsin, how literacy practices are shaped by the majority discourse, and the ways in interactive television instructors were interviewed, and 15 hours of field observation was conducted. Although the study's original goal was to yield prescriptions for how to teach in the interactive television classroom, three broad categories of limitations emerged. The first limitation was lack of spontaneity. Interactive television teaching tends to remain scripted and "canned." Depending on the delivery system used to transmit the class, instructors interviewed for this study found it difficult to spontaneously interject without disrupting the communication process. The second limitation was lack of relationship satisfaction. Instructors found it difficult to cultivate the intimacy found in traditional face-to-face classrooms. It was suggested that technology prevents students from seeing teachers at their best. The third limitation was lack of interaction. All the instructors struggled with lack of student responsiveness and interaction. "Hello, is anyone out there" was a common expression of the three instructors observed for the study. To overcome these limitations, findings suggest that spontaneous interaction can be more easily obtained by use of computers; that some face-to-face meetings should be built into the class schedule; and that a tenured distance learner be assigned to each remote location to serve as interaction coordinator and spokesperson for that site. (Contains two references.) (Author/CR)

ED 417 437 CS 509 775

Baker, Barbara L.; Lawrence, Debra L.
The Effectiveness of Using Media To Teach Interpersonal Communication: A Preliminary Study.
PUB DATE- 94
NOTE- 43p.; Paper presented at the Annual Meeting of the Speech Communication Association (80th, New Orleans, LA, November 19-22, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; Higher Education; *Instructional Effectiveness; Instructional Innovation; *Interpersonal Communication; Learning Strategies; *Mass Media Use; Student Improvement; Television Viewing
IDENTIFIERS- Film Viewing; Teaching Research

Using media in communication courses often is recommended; yet, almost no data exists regarding its efficacy in achieving course objectives. This study provides a preliminary assessment of the effectiveness of using media as the primary pedagogical technique in two accelerated interpersonal communication courses taught at a large state university. Students watched seven full-length feature films, two television programs, and clips from six other films; they participated in group discussions about interpersonal concepts and completed homework assignments for each film. Two objective exams were administered to the students (to assess comprehension), as well as pretests/posttests on interpersonal concepts and communication apprehension. When the course was completed, selected students were interviewed. Results of the analysis of this data indicated that students performed as well or better than students in other interpersonal communication classes. Findings suggest that the results need to be interpreted with caution, given the small sample and unusual conditions of the course. (Contains 3 tables of data and 26 references; sample forms and test results are appended.) (Author)

ED 417 455 CS 509 801

McLuhan, Marshall
Understanding Media: The Extensions of Man.
PUB DATE- 94
NOTE- 388p.; "With a new introduction by Lewis H. Lapham. Reissue of the 1964 edition. 1st MIT edition.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Communication (Thought Transfer); Cultural Context; Educational Change; *Mass Media Effects; *Mass Media Role; *Mass Media Use; *Social Change; Theories
IDENTIFIERS- Cultural Studies; *McLuhan (Marshall); Media Literacy; *Technology Integration

With the development of new media models and information ecologies (many of which originated at MIT's Media Lab), the word "media" now begs to be redefined. Phrases such as "the global village" and "the medium is the message" are now part of the lexicon, but they originated with Marshall McLuhan. This reissue of his landmark book marks the 30th anniversary of McLuhan's classic expose on the state of the then-emerging phenomenon of mass media. In the book's new introduction, Lewis Lapham reevaluates McLuhan's work in the light of the technological as well as the political and social changes that have occurred in the last part of this century--McLuhan's theories continue to challenge people's sensibilities and assumptions about how and what is communicated. Divided into 33 chapters, the book ranges over many topics concerning diverse types of media, technology, and communication throughout history (i.e., radio, comic books, television, the printed word, games, the press, weapons, automation, education, advertising, etc.). (NKA)

ED 417 456 CS 509 802

Pledger, Linda M.; Standerfer, Christina
Women in the 90's: Are They Publishing or Perishing in the NCA Journals?
PUB DATE- 97
NOTE- 15p.; Paper presented at The Annual Meeting of the National Communication Association (83rd, Chicago, IL, November 19-23, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Content Analysis; Higher Education; *Journal Articles; Professional Recognition; Publish or Perish Issue; Scholarly Journals; *Scholarship; *Sex Differences; *Writing for Publication
IDENTIFIERS- *Gender Issues; National Communication Association; *Rate of Publication

A study focused primarily on determining whether women and men are being published at equal rates in the leading journals of the National Communication Association (NCA). The study also examined whether: females publish more in a particular area or journal; mixed-sex collaboration is as prevalent as same-sex collaboration; female scholars produce as many "lead articles" as males scholars; and female and male scholars differ in their choice of research topics or issues. Another question was whether males or females were listed first in mixed-in four states (Indiana, Minnesota, New York, and Texas), and dependent care deductions in three states (Massachusetts, Michigan, and Oregon). These provisions, as they affect the poor, are discussed in this Brief. (RJM)

ED 417 477 EA 028 939

North Carolina Partnership for Accelerated Schools Review of the 1996-97 School Year. Profiles in School Change.
PUB DATE- 97
NOTE- 9p.; Printed on colored paper.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Educational Change; Educational Improvement; *Educational Quality; Elementary Secondary Education; Instructional Improvement; *Instructional Innovation; Program Descriptions; Program Effectiveness; *School Effectiveness; School Restructuring; Student Evaluation
IDENTIFIERS- *Accelerated Schools; *North Carolina

The North Carolina Partnership for Accelerated Schools was created to contribute to North Carolina's efforts to reform its educational system. Nine schools (seven elementary schools and two middle schools) that are in this partnership are profiled. The schools profiled were at various stages of implementing the Accelerated School process and had designed their own strategies for working toward the shared goals of the program. The report uses four categories to describe the schools' progress: climate survey, academic climate, program highlights, and professional development. A climate survey was developed to help the schools identify areas that needed improvement. School climates change for a variety of reasons not related to improvement strategies. Redistricting, faculty attrition and replacement, new administrators, and reconfiguration of grade levels all affect a school's climate. Survey items were written so that they related to the program goals and assessed whether teachers felt empowered and involved in decision making, whether powerful learning opportunities and recognition were available for all students, and how well school communities (parents, students, and school staff) worked together. Results do not indicate that individuals have changed behavior and attitudes, but rather describe school community's behaviors and attitudes. (RJM)

ED 417 478 EA 028 940

Utah State Superintendent of Public Instruction Annual Report, 1994-1995,
PUB DATE- 95
NOTE- 52p.; For 1994-95 summary of statistical and financial data, see EA 028 941.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Budgeting; Educational Equity (Finance); *Educational Finance; *Educational Quality; Elementary Secondary Education; Expenditure Per Student; *Pupil Personnel Services; *School Effectiveness; School Funds; State Surveys; Student Evaluation
IDENTIFIERS- *Utah

The progress that Utah schools have made under the Utah Strategic Plan Act for Educational Excellence (1992) is detailed in this annual report. It begins with an overview of strategic planning

Education; Expenditure per Student; Federal Regulation; Federal State Relationship; *Program Costs; Program Evaluation; *Special Education; State Aid; State Programs; *State Regulation; State School District Relationship
IDENTIFIERS- Funding Formulas; *Minnesota

This report presents findings of a state-wide evaluation of special education in Minnesota with emphasis on costs and the impact of state and federal regulations. Major findings indicated that the percentage of students receiving special education services has risen from 7.4 percent to 10.9 percent over the last two decades; special education expenditures have risen about twice as fast as total education spending since 1988; and students who receive special education services cost about twice as much to educate as other students. The study also concluded that Minnesota's special education regulations are more extensive and specific than required by the federal government and that the state provides special education to a broader array of students than federally required (especially for students with emotional/behavioral disorders). The state is urged to give districts greater administrative freedom, encourage the use of alternatives to special education, and adopt a simpler funding system. Individual sections of the report detail the study's findings and recommendations concerning: (1) students and spending, (2) state and federal requirements, and (3) innovation and change. A response by the Minnesota Department of Children, Families, and Learning concludes the report. (DB)

ED 417 498   EC 306 239

Emotional and Behavioral Disabilities Network.
PUB DATE- 96
NOTE- 88p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Behavior Disorders; *Curriculum Development; *Educational Planning; Elementary Secondary Education; *Emotional Disturbances; Inclusive Schools; Individualized Programs; Long Range Planning; Parent School Relationship; Prevention; Regional Programs; Special Classes; *Special Education; Student Evaluation; Student Placement
IDENTIFIERS- *La Grange Area Department of Special Education IL; *Wraparound Planning

This report describes and evaluates the La Grange (Illinois) Area Department of Special Education (LADSE) network for students with emotional and behavioral disorders (EBD). It also presents a curriculum guide for applying the wraparound approach in schools. The LADSE EBD network is based on three levels of support: special classroom, supported inclusion, and prevention. Descriptive material covers the roles of LADSE EBD network staff and the characteristics, goals, guiding principles, and program quality indicators of each of the three levels of service. Also included are a listing of challenges identified by classroom teachers, strategies for teachers, a student case study, and a list of examples of services. The curriculum guide first explains the concept of wraparound planning, identifies life domain areas for planning, and focuses on strategies for school-based wraparound planning. Eight steps for school-based individualized planning are detailed. Information is also provided on school-based child developmental disabilities; the need for eye exams even if the individual does not read or do other close work; recommended frequency of eye exams; types of eye care specialists; the exam; visual acuity; legal blindness; symptoms of a vision problem in an adult with developmental disabilities; information to provide the eye-care specialist; vision changes that are possibly more common in people with developmental disabilities; typical changes in vision as people age; common eye diseases of older people; diseases that can cause vision loss or blindness; how vision loss affects the adult with developmental disabilities; ways to make the best of existing vision capabilities; and other vision professionals who may provide additional ideas about making the most of remaining vision. A list of suggested print and organizational resources is attached. (DB)

ED 417 517 EC 306 259

Rimmer, James H.
Aging, Mental Retardation and Physical Fitness.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 98
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Aging (Individuals); Definitions; *Mental Retardation; *Older Adults; *Physical Fitness; Program Development; Quality of Life

This fact sheet uses a question-and-answer format to provide an overview of what physical fitness is and how it relates to people with mental retardation. Questions address the following topics: the fitness movement; a definition of physical fitness; the different components of physical fitness (muscle strength and endurance, flexibility, body composition, and cardiovascular endurance); the importance of each part of fitness to aging adults; evidence that the physical fitness of people with mental retardation is substantially poorer than that of the general population; the fitness levels of older adults with mental retardation; the physical aging process; the importance of older people with mental retardation becoming more active; and a five-step program for starting a structured exercise program for an aging adult with mental retardation. A list of suggested print and organizational resources is attached. (DB)

ED 417 518 EC 306 260

New Hampshire Standards for the Education of Students with Disabilities.
PUB DATE- 96
NOTE- 160p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Compliance (Legal); Confidentiality; Definitions; Delinquency; *Disabilities; Disability Identification; Due Process; Educational Finance; Elementary Secondary Education; Eligibility; Individualized Education Programs; Legal Responsibility; Private Schools; *Special Education; State Aid;

Education Program (IEP) offers tips for parent participation in IEP meetings, members of the IEP team, and placement decisions. The section on disciplining students is explained in questions and answers on suspension of 10 days or less, requirements if the child is suspended for longer than 10 days, the requirement that schools conduct a "manifestation determination" (which determines whether the child's behavior was caused by or related to the disability), misbehavior involving weapons or drugs, and placement in an Interim Alternative Educational Setting. The final two sections summarize parental rights and identify related laws. Contains a listing of "words to know" and resources.

ED 417 536 EC 306 279

Seltzer, Tammy
Una Nueva IDEA: Una Guia para Padres acerca de los Cambios en la Ley de Educacion Especial para Ninos con Incapacidades (A New IDEA: A Parent's Guide to the Changes in Social Education Law for Children with Disabilities).
PUB DATE- 98
NOTE- 25p.; Translated into Spanish from English language version, see EC 306 278. Financial support also provided by the Center on Crime, Communities, and Culture and the Lois and Richard England Foundation.
LANGUAGE- Spanish
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Translations (170)
DESCRIPTORS- Compliance (Legal); Decision Making; *Disabilities; *Discipline; *Educational Legislation; Elementary Secondary Education; Federal Legislation; Individualized Education Programs; *Parent Participation; Parent Rights; Parent School Relationship; Spanish; *Special Education; Student Placement; Student Rights; Suspension
IDENTIFIERS- *Individuals with Disabilities Education Act Amend

This guide for parents, in Spanish, explains the changes in the federal special education law resulting from the 1997 amendments to the Individuals with Disabilities Education Act (IDEA). Changes related to the parent's role in decisions about the child's education and in how schools can discipline special education students are highlighted. A question-and-answer format is generally used throughout the guide. After a section summarizing the importance of parental involvement, the next section considers such topics as eligibility under IDEA, disagreements with the school regarding testing, and re-testing requirements. Following a section on the parent's role in the placement decision, a section on writing the Individualized Education Program (IEP) offers tips for parent participation in IEP meetings, members of the IEP team, and placement decisions. The section on disciplining students is explained in questions and answers on suspension of 10 days or less, requirements if the child is suspended for longer than 10 days, the requirement that schools conduct a "manifestation determination" (which determines whether the child's behavior was caused by or related to the disability), misbehavior involving weapons or drugs, and placement in an Interim Alternative Educational Setting. The final two sections summarize parental rights and identify related laws. (Contains a listing of "words to know" and resources.) (DB)

ED 417 537 EC 306 280

Patricia J. Edelen-Smith, and Robert A. Stodden). (Individual papers contain references.) (DB)

ED 417 554 EC 306 300

Wielkiewicz, Richard M.
Behavior Management in the Schools: Principles and Procedures. Second Edition.
PUB DATE- 95
NOTE- 261p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavior Change; *Behavior Modification; *Behavior Problems; Classroom Techniques; Discipline; Elementary Secondary Education; Individualized Programs; Program Development; Program Implementation; Special Needs Students; Student Evaluation; Teaching Methods; *Theory Practice Relationship
IDENTIFIERS- *Behavior Management

This text provides an introduction to the principles of behavior modification and the specific information needed to apply these principles successfully in a school environment. Emphasis is on closing the gap between theory and practice through step-by-step procedures for developing, modifying, and fading out behavior management programs. Part 1 presents the basic principles in four chapters, which cover a systematic approach to child behavior management, basic principles of child management and behavior modification, procedures for assessment and management of behavior problems, and issues in designing an appropriate behavior management program. Part 2 is on application procedures and begins with a chapter on prevention of behavior management problems in the school, regular classroom, special classroom, and home. The remaining chapters discuss selecting an appropriate behavior management program; management of behavior excesses in the regular classroom, the special classroom, and the home; management of behavior deficits in the regular classroom, the special classroom, and the home. A glossary is provided. (Contains approximately 600 references.) (DB)

ED 417 555 EC 306 301

Dormans, John P., Ed.; Pellegrino, Louis, Ed.
Caring for Children with Cerebral Palsy: A Team Approach.
PUB DATE- 98
NOTE- 496p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Assistive Devices (for Disabled); *Cerebral Palsy; Clinical Diagnosis; *Interdisciplinary Approach; Intervention; Medical Services; Multiple Disabilities; Neurological Impairments; Physical Mobility; *Prevention; *Rehabilitation; Teamwork

Twenty-one papers on caring for children with cerebral palsy are organized into four sections, including: (1) cerebral palsy and the interdisciplinary team approach; (2) management of impairments related to cerebral palsy; (3) preventing disability by optimizing function of the child with cerebral palsy; and (4) preventing handicap by creating opportunities for the child with cerebral palsy. The papers are:

IDENTIFIERS- Individuals with Disabilities Education Act Part H; Mississippi

This training module on integrating communication skills into functional routines and activities is from the Mississippi Early Education Program for Children with Multiple Disabilities, a program designed to train Individuals with Disabilities Education Act Part H service coordinators and service providers to use family centered strategies. The objectives of the training are to teach practitioners to: (1) gain knowledge of the different forms and functions of communication; (2) gain skills in developing a communication "map" for an individual learner; (3) gain knowledge to analyze a learner's physical and social environment; (4) gain skills in selecting interactive activities across domains for initial integration of communication skills; (5) gain skills in developing a total task analysis with frequent opportunities for receptive and expressive communication skills; and (6) gain knowledge in determining individual learner needs to determine "interactor competencies". Included in the module are a pretest and posttest, activities to illustrate concepts, a communication map, a form to chart levels of family involvement, a form for ecological analysis, and a sample routine for undressing, bathing and dressing. Transparencies are provided. (CR)

ED 417 573 EC 306 320

Stremel, Kathleen; Wilson, Rebecca

Providing Services for Learners with Severe Disabilities: A Workbook for Developing Communication.

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC. Early Education Program for Children with Disabilities.

PUB DATE- 98

NOTE- 77p.; In: Early Education Program for Children with Multiple Disabilities; see EC 306 317.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Communication Skills; Concept Teaching; Early Intervention; *Expressive Language; Family Programs; Infants; Inservice Education; Learning Modules; Learning Strategies; Multiple Disabilities; Postsecondary Education; Preschool Children; Preschool Education; Professional Development; *Receptive Language; *Severe Disabilities; Skill Development; *Student Evaluation; Toddlers; Training Methods

IDENTIFIERS- Individuals with Disabilities Education Act Part H; Mississippi

This workbook for developing communication in learners with severe disabilities is from the Mississippi Early Education Program for Children with Multiple Disabilities, a program designed to train Individuals with Disabilities Education Act Part H service coordinators and service providers to use family centered strategies. The objective of the training is to teach practitioners: (1) the different forms and functions of receptive communication and expressive communication through demonstrations and written activities; (2) skills in assessing the learner's current level of receptive and expressive communication skills; (3) skills in determining the content of communication skills across domains and activities for teaching; and (4) skills to complete a communication map. The features of an individual communication system are described

Ordinary Processes, Extraordinary Results" (Sarah G. Thomason); "The Impact of Quichua on Verb Forms Used in Spanish Requests in Otavalo, Ecuador" (Joni Kay Hurley); "The Expression of Past Reference in Spanish Narratives of Spanish-Quechua Bilingual Speakers" (Carol A. Klee, Alicia M. Ocampo); "Spanish OV/VO Word Order Variation in Spanish-Quechua Bilingual Speakers" (Francisco A. Ocampo, Carol A. Klee); "The Gerund in the Spanish of the North Andean Region" (Mercedes Nino-Murcia); "The Spanish Language in Contact with Quechua and Aymara: The Use of the Article" (Juan Carlos Godenzzi); "Personal Pronouns for Inanimate Entities in Uruguayan Spanish in Contact with Portuguese" (Adolfo Elizaincin); "Lending the 'Unborrowable': Spanish Discourse Markers in Indigenous American Languages" (Jill Brody); "The Loss of the Spanish Impersonal Particle 'se' Among Bilinguals: A Descriptive Profile" (Amparo Morales); "The Many Faces of Language Maintenance: Spanish Language Claiming in Five Southwestern States" (Alan Hudson, Eduardo Hernandez Chavez, Garland D. Bills); "Spanish Ability and Use Among Second-Generation Nuyoricans" (Ofelia Garcia, Milagros Cuevas); "'En los sabados, en la manana, en veces': A Look at 'en' in the Spanish of San Antonio" (MaryEllen Garcia); "On the Future of the Future Tense in the Spanish of the Southwest" (Manuel J. Gutierrez); "Discourse Strategies of Mexican American Spanish" (Lucia Elias-Olivares); "Morphosyntactic Features in the Spanish of the Basque Country" (Hernan Urrutia Cardenas); "First Stages in the Acquisition of Noun Phrase Determiners by a Basque-Spanish Bilingual Child" (Itziar Idiazabal); "Resultados del contacto del espanol con el arabe y con las lenguas autoctonas de Guinea Ecuatorial" ("Results of Spanish in Contact with Arabic and the Indigenous Languages of New Guinea") (Celia Casado-Fresnillo); and "El espanol en Filipinas" ("Spanish in the Philippines") (Antonio Quilis). (MSE)

ED 417 593   FL 025 112

Makarova, Veronica
Fun Games and Activities for Pronunciation and Phonetics Classes at Universities.
PUB DATE- 97
NOTE- 13p.; Paper presented at the Annual Meeting of the Japan Association for Language Teaching (23rd, Hamamatsu, Japan, October 9-12, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Class Activities; Classroom Techniques; College Instruction; Dialects; *English (Second Language); *Feedback; Foreign Countries; Games; Higher Education; Learning Motivation; *Phonetics; *Pronunciation Instruction; Puzzles; Second Language Instruction; *Student Motivation
IDENTIFIERS- *Japan

Class activities and games designed to stimulate student interest and provide feedback in English-as-a-Second-Language (ESOL) pronunciation and phonetics are described. They are intended to address specific challenges of a typical Japanese, ESOL classroom--low student motivation and inadequate feedback--and to supplement conventional language drills. It is noted that most vocabulary teaching games (crosswords, mazes, "hangman," bingo) can be adapted for pronunciation practice. Examples offered include: (1) an articulatory jigsaw puzzle; (2) a dialect identification game; (3) a ball game; (4) dart game and

Patterns; Language Research; *Learning Theories; Linguistic Theory; Mathematical Formulas
IDENTIFIERS- *Learnability Theory

Learnability theory is an attempt to illuminate the concept of learnability using a mathematical model of learning. Two models of learning of categorial grammars are examined here: the standard model, in which sentences presented to the learner are flat strings of words, and one in which sentences are presented in the form of functor-argument structures. The resulting two notions of learnability are logically independent, but have some indirect correlation. The first chapter presents the concept of learnability in relation to languages, and the second outlines the rudiments of learnability theory and some important results of research. Chapter 3 presents a general theorem concerning a certain property of language classes that guarantees learnability. Chapter 4 introduces classical categorial grammar, and chapter 5 lays out a basic theory of rigid grammars, a special class of categorial grammars of concern here. The next two chapters examine learnability from structures of various classes of categorial grammars, and chapter 8 looks at learnability from strings. Two variations of the formalism of classical categorial grammar are considered in chapter 9, and conclusions are drawn in the final chapter. Some learning algorithms are illustrated in the appendix. Contains 72 references. (MSE)

ED 417 613 FL 025 136

Neiburg, Michael S.
Following Native Language Acquisition.
PUB DATE- 97
NOTE- 9p.; Paper presented at the Annual Meeting of the Japan Association for Language Teaching (23rd, Hamamatsu, Japan, October 11, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Language Acquisition; *Language Skills; *Learning Processes; Listening Skills; *Literacy; Reading Skills; Second Language Learning; *Second Languages; Speech Skills; Writing Skills

Native language acquisition is a natural and non-natural stage-by-stage process. The natural first stage is development of speech and listening skills. In this stage, competency is gained in the home environment. The next, non-natural stage is development of literacy, a cultural skill taught in school. Since oral-aural native language development is gained at home, schools do not generally focus on it, but concentrate on development in the second stage. When the two stages are considered in relation to Thomas G. Sticht's Law about native language acquisition, which states that reading skill can not exceed listening skill, it is logical to assume that without proper aural-oral development, literacy skills can never be properly developed. These stages of native language acquisition must also apply to foreign language learning. They are especially important if Sticht's Law is considered, because the home environment does not support development of the needed aural-oral stage in the second language. Therefore, for foreign languages, schools must take the place of the home environment and assure that learners are competent in the first stage before proceeding to teach the skills of the second stage. (MSE) increased college attendance and completion are seen as crucial. Better strategies for using the resources and strengths of the higher education system are needed, and the role of independent institutions is seen as significant. Collectively, independent institutions are the largest sector in the state's higher education system, enrolling 38 percent of all students attending college or university (national average 19 percent), and they award 48 percent of all degrees (41 percent of undergraduate, 64 percent of graduate) conferred in-state. These institutions also enroll 35 percent of all minority students and award 49 percent of all minority group degrees in-state. Cost to the state is low. Independent colleges' direct spending on operations and capital renewal, and direct spending of students and visitors, totaled $1.5 billion in fiscal year 1996. The colleges generate 51,000 jobs in the state, and 150,000 alumni live in Connecticut. Impact on labor force quality and quality of life are also significant. Recommendations for further planning are outlined. (MSE)

ED 417 632 HE 031 084

Roey, Stephen; Rak, Rebecca
Fall Staff in Postsecondary Institutions, 1995. E.D. Tabs.
PUB DATE- 98
NOTE- 221p.; For 1993 survey, see ED 398 826.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Rank (Professional); *College Faculty; Comparative Analysis; Databases; Educational Trends; *Employment Patterns; Higher Education; Minority Groups; National Surveys; Nonprofessional Personnel; Part Time Employment; *Personnel Data; Postsecondary Education; Professional Personnel; Questionnaires; Racial Distribution; Research Methodology; Salaries; Salary Wage Differentials; *School Personnel; Tables (Data); Teacher Characteristics; Teacher Student Ratio; Tenure; Trend Analysis
IDENTIFIERS- Full Time Employment; Integrated Postsecondary Education Data System

This report presents national survey data on approximately 2.8 million staff employed at 8,598 postsecondary institutions in fall 1995 from Integrated Postsecondary Education Data System. The information is presented in tables, with some narrative. Survey findings are summarized in three chapters: an overview of postsecondary education staff, including data on all institutions and on the subset of 3,716 institutions classified as higher education institutions (IHEs); faculty growth, racial/ethnic and gender distribution, tenure, rank, and salaries in IHEs; and newly hired staff in IHEs. Where possible, comparisons are made with earlier data. Appended materials include detailed statistical tabulations for all institutions and for IHEs, technical notes on study methodology, a glossary of major terms and classification categories used in the survey and report, additional related tables, and a copy of the survey questionnaire. (MSE)

ED 417 633 HE 031 085

Dorfman, Lorraine T.
The Sun Still Shone: Professors Talk about Retirement.
PUB DATE- 97
NOTE- 206p.

PUB DATE- 97
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Black Colleges; *College Students; *Enrollment Trends; *Full Time Students; Graduate Study; Higher Education; Land Grant Universities; *Part Time Students; Public Colleges; *State Colleges; State Universities; Student Characteristics; Tables (Data); Trend Analysis; Tribally Controlled Education; Undergraduate Study; Universities

This report on fall 1994 and 1995 enrollments at public, four-year colleges and universities provides a narrative summary, statistical tables and graphs, and full-time and part-time 1995 enrollment data for specific colleges and universities arranged by state. Enrollment data are broken down for the following categories of students: first-time freshmen, other undergraduates, graduate, first-professional, and non-degree seeking. For each of these student categories, enrollment data are provided by gender, race/ethnicity, Carnegie Classification of institution, and geographic regions, as well as for public historically Black institutions, and for institutions affiliated with the American Association of State Colleges and Universities and with the National Association of State Universities and Land-Grant Colleges. Fall 1995 enrollment data for 29 tribal colleges is also provided. Highlights for all institutions include: 5.9 million students attended public four-year institutions in fall 1995; women comprised 54 percent of the total enrollment; 27 percent were students of color or non-resident aliens; 70 percent were enrolled full-time; and 58 percent originated from three regions: the Southeast, Great Lakes, or Mid-East areas. The strongest increases among full-time students were for first-time freshmen and non-degree seeking students. (SW)

ED 417 651 HE 031 104

Davis, Todd M., Ed.
Open Doors 1996-1997: Report on International Educational Exchange.
SPONS. AGENCY- United States Information Agency, Washington, DC. Bureau of Educational and Cultural Affairs.
PUB DATE- 97
NOTE- 224p.; Bound into the report is a 3.5 inch diskette entitled "ODDSTATS" which provides data to accompany the 1996-1997 edition of Open Doors," presented both in DOS ASCII and Microsoft Excel formats; diskette not available from ERIC. For previous report, see ED 404 959.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- English (Second Language); *Enrollment; Expenditures; Foreign Nationals; *Foreign Students; Higher Education; *International Education; International Educational Exchange; International Programs; Paying for College; Student Characteristics; Student Exchange Programs; Student Financial Aid; *Student Mobility; *Study Abroad; Tables (Data); Teacher Exchange Programs
IDENTIFIERS- Cooperative Institutional Research Program; International Student Satisfaction Report

This report examines current and historical data on international student mobility, based on surveys of foreign students and lives. Analysis of the interviews identified the following themes in alumni responses: (1) student leadership resulted in meeting and working with a wide range of people; (2) student leadership involvement enhanced leadership, management, and teamwork skills; (3) student leadership increased the sense of pride in and connection to the university; (4) professional leadership, management, and teamwork skills were enhanced by student leadership experience; (5) personal and professional interpersonal communication skills were improved by student leadership experience; and (6) self-confidence and professional poise were increased by student leadership experience. Examples of student comments illustrate each of the identified themes. The original proposal for the study is attached. (DB)

ED 417 670 HE 031 126

Greive, Donald, Ed.
Adjunct Info: A Journal for Managers of Adjunct and Part-Time Faculty, 1994-97.
PUB DATE- 97
NOTE- 98p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adjunct Faculty; College Faculty; Faculty College Relationship; Faculty Development; Higher Education; *Part Time Faculty; *Personnel Management; *Supervision

This document consists of the twelve issues of the quarterly journal "Adjunct Info" during the three-year period 1994-1997. Individual issues contain articles, editorials, columns, teaching tips, and suggested resources related to management of adjunct and part-time faculty. Major articles include: "A Message to Managers: From an Adjunct" (June Stoll); "Let's Do It for the Students" (Eugene Arden); "Utilizing a Standardized Computer-Based Approach for Curriculum Development and Revision" (Jerry Hagmeier et al.); "Collaborative Teamwork for Continuous Part-Time Faculty Development Utilizing Department Chairs" (R. Darby Williams); "Diversity--How To Walk the Talk" (Janie Jensen); "Distance Education and Part-Time Adjunct Faculty" (A. Cathleen Greiner); "Independent Contractors or Employees-- The Saga Continues..." (Sharon Dwyer); "Presentation Skills: From Boardroom to Classroom" (Judith Simons Gold); "The Adjunct Faculty Project under the Center for Teaching: An Example from Connecticut's Community Technical Colleges" (Mary Ellen Ellsworth); "Instructional Certification Program for Adjunct Faculty" (Jane T. Rauton); "Evaluating Part-Time Faculty" (Albert B. Smith); "A Tool Kit for Quality Performance (A Faculty Development Perspective)" (Robert R. Dolan); "The Role of the Adjunct Faculty Member" (Alfred Skolnick); "Benefits on a Budget: Addressing Adjunct Needs" (Marlene Cohen); "Strategies for Inclusion of Adjunct Faculty" (Helen M. Burnstad and Joe Gadberry); "Comprehensive Orientation Leads to Quality Academic Program" (Richard France); "Liability and Scope of Employment" (Michael D. Sermersheim); "Adjunct Faculty Orientation and Mentoring at the Department Level" (Thomas W. Annable); "Assimilation of Adjunct Faculty--To Be or Not To Be" (Donald Grieve); "Many Adjunct Support Strategies Emerging in the Literature" (John C. Scott); "Bringing the Invisible Faculty into Focus" (W.H. Segur and Vivian H. Lauer); "Best Practices--Enhancing Support for Adjunct Faculty" (Terrance E. Suarez and Maxine Singleton); "Improving Connections with New Adjunct Faculty" (Jared S. Graber); "The Quality Professional Development Project" (Monica

Adjustment; *Student Development

This book for students contemplating medical school and medical students in postgraduate training is based on in-depth interviews with medical students at various stages of training. Each chapter also includes insights on the chapter topic by Bernard Virshup. Chapters address the following topics: (1) anticipation--the need for realistic expectations; (2) the first year--coping with the workload and self-doubts; (3) student diversity--special problems faced by minority students; (4) the second year--reevaluating career goals; (5) relationships-- medical school and marriage; (6) the third year--moving into the "doctor" role through clinical activities; (7) challenging issues--coping with medical errors; (8) fourth year--senior metamorphosis and specialization; and (9) graduation and the future--residency, fellowship training, medical practice, and retirement. (Individual chapters contain reference notes.) (DB)

ED 417 690 HE 031 149

Hammon, Darrel L.; Albiston, Steven K.
Completing Graduate School Long Distance. Graduate Survival Skills Series.
PUB DATE- 98
NOTE- 104p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Access to Education; Degrees (Academic); *Distance Education; Extension Education; External Degree Programs; *Graduate Study; Higher Education; Home Study; Independent Study; Nontraditional Education; Self Management

This book, intended for students planning, exploring, or currently completing graduate school via long distance, is written by two people who themselves completed a doctoral program via long distance. The book is based on personal experiences, an informal survey of people in this country and abroad, and responses from a listserv concerning distance education. After an introductory chapter which explains the reason for the book and provides a glossary, the major chapters address the following topics: (1) an overview of long distance learning graduate programs; (2) identifying an appropriate institution; (3) the application process; (4) arranging one's life and negotiating time; (5) selecting a graduate committee long distance; (6) developing support groups or cohort groups; (7) reviewing literature long distance without local resources; and (8) meeting requirements and graduation. The next chapter offers the perspectives of professors of distance learning who respond to questions concerning: preparation time for distance courses, characteristics of distance students, use of e-mail and the Internet, and the future of distance education. A final chapter offers conclusions, recommendations, and reflections. Appended are lists of graduate schools that offer distance education graduate programs in the United States and worldwide. (Contains 12 references.) (DB)

ED 417 691 HE 031 151

Lerner, Richard M., Ed.; Simon, Lou Anna K., Ed.
University-Community Collaborations for the Twenty-First Century: Outreach Scholarship for Youth and Families. Michigan State University Series on Children, Youth, and Families, Vol. 4;

organized on the structure of inheritance hierarchy. "A Learning Algorithm for Feature Selection Based on Genetic Approach" (Nguyen Dinh Thuc, Le Hoai Bac) presents a genetic algorithm that chooses relevant features from a set of given features, for feature selection based on the correlation among the features and between every feature and given target curve. "Artificial Neural Network for Color Classification" (Tran Cong Toai) examines several neural network models, their learning schemes, and their effectiveness in color classification. "Synthesizing and Recognizing Vietnamese Speech" (Hoang Kiem, Nguyen Minh Triet, Vo Tuan Kiet, Thai Hung Van, Luu Duc Hien, Bui Tien Len) presents algorithms applied successfully in Vietnamese isolated word recognition and Vietnamese synthesis. "On-Line Character Recognition" (Nguyen Thanh Phuong) presents a real-time handwriting character recognition system based on a structural approach. "Data Mining and Knowledge Acquisition from a Database" (Hoang Kiem, Do Phuc) considers how to use multi-dimensional data model (MDDM) for mining rules in a large database. "Genetic Algorithm for Initiative of Neural Networks" (Nguyen Dinh Thuc, Tan Quang Sang, Le Ha Thanh, Tran Thai Son) describes a procedure for initiative of neural networks based on genetic algorithms, based on the correlation between every weight and error function. (SWC)

ED 417 709 IR 018 776

Glavac, Marjan
The Busy Educator's Guide to the World Wide Web.
PUB DATE- 98
NOTE- 178p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Computer Mediated Communication; *Curriculum Enrichment; Educational Technology; Elementary Secondary Education; Foreign Countries; Hypermedia; *Instructional Materials; Multimedia Materials; Student Motivation; Telecommunications; *World Wide Web

This book is designed as a resource for educators who want their students to read, write, share, build, communicate, and contribute using telecommunications. The book is divided into six chapters. Chapter 1--"How To Use the Internet...Real Fast" gives an overview of top educator, parent, and kid sites on the World Wide Web. Chapter 2--"What's Behind Those Links?" gives an in depth "virtual tour" of two sites, the Global SchoolNet Foundation and the Digital Education Network, both of which have ideas, projects, and activities to use in the classroom. Chapter 3--"Sites That Motivate, Engage and Stimulate Students and Educators" contains links to lessons, tips, and strategies to integrate the Internet into the class curriculum, with sites categorized according to daily, weekly, and monthly offerings, and according to grade levels. Chapter 4--"Internet Projects That Really Work" looks at eight successful telecommunications projects on the Internet. Chapter 5--"Searching and Finding Information for the Busy Educator" shows tips on searching for and finding information that educators and students need and want. Chapter 6--"Publish or Perish...No One Knows What You've Done Until You've Told Them" lists 25 reasons why every school should have a web site, and sources for help for creating a web site. An appendix includes a web site directory that lists sites alphabetically and by grade level. Contains an index. (SWC)

DESCRIPTORS- *Computer Mediated Communication; Computer Software; Computer Uses in Education; *Elementary Secondary Education; Information Networks; Information Technology; National Programs; Online Systems; Program Development; *Reference Services

IDENTIFIERS- Intermediaries; Subject Specialists; *Virtual Reference Desk

This paper presents the Virtual Reference Desk project, its current activities, and a proposed information system architecture to build a human intermediated network of expertise and experience for the K-12 community. The Virtual Reference Desk is a project headed by the ERIC Clearinghouse on Information & Technology and funded by the U.S. Department of Education's National Library of Education and receives support from the White House's Office of Science and Technology Policy. It seeks to study, support and improve current K-12 digital reference services, so called AskA services, as well as build a foundation for a national cooperative digital reference service. The paper demonstrates the viability of implementing a large-scale information system that directly utilizes human expertise. A preliminary technical architecture is outlined that consists of a meta-triage function to connect digital reference services, and a "shrink-wrapped" software package to help build and maintain new digital reference services. (Contains 18 references.) (Author)

ED 417 729 IR 056 956

Lawrence, Tamiko Danielle; Thomas, Susan; Winston, Mark

The Peer Reference Counseling Program at Odum Library. Training Manual.

PUB DATE- 98

NOTE- 48p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- Academic Libraries; Databases; Guidelines; Higher Education; Library Catalogs; Library Guides; *Library Instruction; *Library Personnel; Library Policy; Library Services; Minority Groups; Online Searching; *Orientation Materials; *Peer Teaching; *Reference Services; *Student Employment; Trainees; Training; Users (Information)

IDENTIFIERS- Valdosta State University GA

The Peer Reference Counseling Program at Valdosta State University (Georgia) is a program designed to provide students with a unique opportunity to work at the Reference Desk at Odum Library. This program employs minority students and trains them to work at the Reference Desk answering basic reference questions and utilizing as well as demonstrating the various technological resources in the library. Additionally, the Peer Reference Counselors are able to further develop their own research, interpersonal, and communication skills, along with their understanding of information technology. The program addresses the following objectives: (1) the University's goal related to student retention and cultural diversity; (2) enhancing the atmosphere of the library for minority students; and (3) providing adequate reference desk coverage. The training manual is divided in two parts: the policy manual and the training manual. The policy manual contains general information and procedures, including hiring and scheduling, training, attendance, meals and breaks, school breaks, Reference Desk policies, and problem and conflict resolution. The training manual section contains maps for the physical information is included in the introductory pages: use of the publication; competency profile; instructional and task analysis; related academic and workplace skills list; tools, equipment, and materials list; list of 11 references; and NATEF crosswalk, which identifies the National Automotive Technicians Education Foundation tasks covered in the publication by unit number and job sheet number. (KC)

ED 417 281 CE 075 962

Better Training: Addressing English Language, Literacy, and Numeracy in Vocational Education and Training and A Directory of Professional Development Programs and Resources.
PUB DATE- 97
NOTE- 256p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reference Materials - Bibliographies (131)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Curriculum Development; Educational Resources; English (Second Language); Foreign Countries; Job Training; *Literacy Education; *Numeracy; *Professional Development; Program Development; Second Language Instruction; Self Evaluation (Individuals); Vocational Education
IDENTIFIERS- *Australia

This guide is designed to help workplace trainers and curriculum writers to understand the role that language plays in vocational education and training, and to provide strategies to address language, literacy, and numeracy as part of the training provided. The guide is organized in four sections that cover the following: (1) learning about language, literacy, and numeracy; (2) redesigning training packages to better support and develop learners with language, literacy, and numeracy needs; (3) managing the learning for learners with language, literacy, and numeracy needs; and (4) assessing learning for learners with language, literacy, and numeracy needs. Designed for self-study, the guide outlines the main issues involved in developing major projects such as training programs. Relevant examples and self-assessment activities are presented throughout the book. Also included is "A Directory of Professional Development Programs and Resources." The directory lists 55 resources in alphabetical order according to title, providing some or all of the following for each resource: author, publisher, publication date, target audience (vocational teachers, workplace trainers, and curriculum writers), delivery mode, duration, and description. Most of the resources originate in Australia. Contains 18 references. (KC)

ED 417 282 CE 075 963

Timmers, Gail, Ed.
Portraits: A Showcase of Good Ideas in Adult Community Education.
PUB DATE- 97
NOTE- 47p.; Published by the Goulburn Ovens Murray Regional Council of Adult, Community and Further Education, Benalla, Victoria, Australia.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; Case Studies; Community Programs; *Course Content; Delivery Systems; Disabilities; Foreign Countries; *Literacy Education; On the Job Training;

IDENTIFIERS- High Performance Work Organizations; *Washington

In 1993, Washington's state legislature created the Commission on Student Learning to identify essential academic learning requirements related to four goals. One of those goals was to understand the importance of work and how performance, effort, and decisions directly affect career and educational opportunities. As in other states, the development of industry skill standards in Washington has proceeded on a separate track from the creation of academic standards. In 1995, Washington's governor adopted a work plan that gave the State Board for Community and Technical Colleges responsibility for developing skill standards. To date, the board has facilitated the development of skill standards in the information technology sector and initiated standard-setting projects in 15 industry areas. Efforts to develop career development standards for Washington have proceeded with consideration for national efforts (including the work done by the Secretary's Commission on Achieving Necessary Skills) and efforts in other states. Washington's Workforce Training and Education Coordinating Board has identified a total of 33 components in the following categories as the career development standards preferred by employers in high-performance workplaces: career preparation; personal responsibility; technology; interpersonal; information; systems; and resources. (MN)

ED 417 301 CE 075 999

Sabatini, John
A Case Study Perspective on Policy and Practice in Adult Learning.
PUB DATE- 97
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Case Studies; *Educational Needs; *Educational Philosophy; Educational Trends; *Literacy Education; *Outcomes of Education; Student Motivation

A case study was made of the participation and results of participation in an adult basic education (ABE) class by an African American student in her mid-40s. The woman had been a janitor and was promoted to supervisor of 17 custodial employees in building management. She attended ABE classes for 3 years. During this time, she advanced through several levels of the Learning Unlimited Program. She was especially good in reading, and had some skills in writing; she struggled more in mathematics. She worked hard in class and seemed to enjoy being there. Her supervisor reported that her skills and self-esteem had improved. Toward the end of the 3 years, however, as a result of the strain associated with maintaining a full-time job, raising a child, and personal problems, the woman stopped attending the literacy classes. Despite her previous good attendance, she had not made enough progress to go on to a high school equivalency program, nor had she incorporated all the literacy skills she had learned into daily life. It was thought that she might have been helped more by a more contextual and less skill-based curriculum, if such a program had been available. Case studies such as this can be used to evaluate literacy education efforts and make appropriate policy reforms. (KC)

ED 417 302 CE 076 007

Education; Higher Education; Program Descriptions; Program Effectiveness; Program Improvement; Statewide Planning; Success; *Teacher Effectiveness; Tech Prep; *Vocational Education

IDENTIFIERS- *Arizona

This book provides 35 profiles that are a small sampling of the successful strategies, environments, and activities taking place within the school-to-work/vocational-technical education arena in Arizona. The profiles describe a variety of successful strategies. They include many types of activities serving a number of populations. They also reflect geographical diversity. Schools from metropolitan, rural, and urban areas are represented. In addition, most profiles demonstrate ways to combine funds and leverage resources. The profiles demonstrate community involvement and business partnerships. To demonstrate the importance of addressing strategies at all grade levels, profiles are included from elementary, middle and junior high schools, high schools, and institutions of higher learning. Newly created charter schools addressing the school to work principles in their curriculum are included. Each summary provides the goal of the project or program, a description of the program, outcomes, things to consider when replicating this strategy in one's own school, contact information, and a listing of the funding sources involved. Key words appear at the top right-hand corner of each page. The template in the lower right corner of each profile illustrates the level(s) of education involved, as well as efforts to collaborate with other education and business resources in this particular activity. A glossary includes definitions of key words and educational terminology. (YLB)

ED 417 320 CE 076 046

Higginbotham, Elizabeth, Ed.; Romero, Mary, Ed.

Women and Work. Exploring Race, Ethnicity, and Class. Women and Work, Volume 6.

PUB DATE- 97

NOTE- 269p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010)

DESCRIPTORS- Adult Education; Asian Americans; Blacks; Case Studies; Community Development; Economic Change; *Employed Women; Employer Employee Relationship; *Employment Patterns; Employment Practices; *Employment Problems; Entrepreneurship; *Ethnicity; Feminism; Health Occupations; Hispanic Americans; Household Workers; Managerial Occupations; Manufacturing Industry; *Race; Racial Discrimination; Salary Wage Differentials; Sex Bias; Sex Discrimination; *Social Class; Social Science Research; Unions; Whites; Work Environment; Working Class

IDENTIFIERS- Colorado (Denver); Hawaii

This book contains 10 papers exploring the effects of race, ethnicity, and class on women in the workplace. The following papers are included: "Series Editors' Introduction" (Ann Stromberg, Barbara A. Gutek, Laurie Larwood); "Introduction" (Elizabeth Higginbotham). The book is organized in four parts. Part I, "Historical and Economic Perspectives," includes: "An Economic Profile of Women in the United States" (Barbara J. Robles); "Speaking Up: The Politics of Black Women's Labor History" (Sharon Harley). Part II, "Manufacturing and Domestic Service," includes: "The Evolution of Alohawear: Colonialism, Race, Ethnicity, Class, and Gender in Hawaii's Garment Industry" (Joyce N. Chinen); "Women's Resistance in the Sun

ED 417 338   CE 076 083

Larrick, Steve
A Living Systems Model for Assessing and Promoting the Sustainability of Communities.
PUB DATE- 97
NOTE- 25p.; Paper presented at the Annual Meeting of the Community Development Society (Athens, GA, July 27-30, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; *Community Development; *Community Planning; *Holistic Approach; Individual Development; Models; Strategic Planning; Sustainable Development; Synthesis; *Systems Approach
IDENTIFIERS- *Living Systems

A living systems model of community development has been synthesized from elements of three perspectives: (1) a global movement toward more sustainable patterns of human development that is identifying indicators of community health in a wide range of categories; (2) research on the complex interactions of living systems that make life on earth possible; and (3) research on traditional indigenous societies for integrated and holistic perspectives on the nature of our connection with the universe and the cosmos. The model consists of five concentric circles centered on an "axis of sustainability." Each circle represents one the five basic levels of current science (physical, biological, psychological, social, and cultural). The model illustrates key processes by which living system have tended to evolve to more complex levels of existence (as represented by the five concentric circles) by resisting entropy, becoming sustainable at each higher level of existence, and ultimately transcending prevailing boundaries to higher (more complex) states of being. The model is proposed as a tool for better understanding the meaning of life in community and developing additional tools needed to guide communities toward long-term sustainability as complex, multidimensional living systems. (Contains 44 references.) (MN)

ED 417 339   CE 076 085

James, Lynne M.
Understanding Career College Reentry Students: A Cross-Cultural Investigation of Locus of Control and Attributional Retraining.
PUB DATE- 97
NOTE- 68p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; Adult Education; *Adult Learning; Adult Students; *Attribution Theory; Black Students; College Students; Comparative Analysis; Hispanic Americans; *Locus of Control; Proprietary Schools; Questionnaires; *Racial Differences; *Reentry Students; Retraining; School Surveys; Student Surveys; Two Year Colleges; White Students; Womens Education
IDENTIFIERS- African Americans; Rotter Internal External Locus of Control Scale

The question of whether internal versus external locus of control for generalized expectancies of reinforcement is an important variable in working with college reentry students was examined

activities which have been field tested. For each pair of grades (7/8, 9/10, 11/12) activities are grouped into five topic areas: (1) Self-Acceptance; (2) Feelings; (3) Beliefs and Behavior; (4) Problem Solving and Decision Making; and (5) Interpersonal Relationships. Developmentally appropriate lessons build on previous program experiences throughout the curriculum. Each activity is presented complete with its objective, materials list, procedure, handouts and worksheets. A discussion guide is also included which contains both content and personalization questions to encourage adolescents to apply the concepts they learn and to cope more positively with the changes of growing up in an unstable world. Student involvement is featured through simulation games, role playing, stories, written activities, brainstorming, and art activities. A brief overview of Rational-Emotive Therapy, the conceptual basis of the program, is given and additional references are provided. Contains an index of activities. (EMK)

ED 417 357 CG 028 302

Sugland, Barbara W.; Wilder, Kathleen J.; Chandra, Anita
Understanding Adolescents' Motivation To Prevent Pregnancy: A Literature Review.
PUB DATE- 96
NOTE- 107p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adolescent Development; *Adolescents; Causal Models; *Contraception; Family Planning; High Risk Students; Influences; Intention; Literature Reviews; *Motivation; *Pregnancy; Public Policy; Secondary Education; Sex Education; *Sexuality
IDENTIFIERS- Adolescent Attitudes; *Risk Taking Behavior

Recent efforts targeting teenage pregnancy in the United States have marked a renewed conviction to reduce the level of childbearing among adolescents. Some of the behavioral, psychosocial, and ethnographic studies that explore the underlying motivation to delay sex and to effectively use contraception are the focus of this literature review. Eschewing the more traditional, demographic or descriptive approach to teenage pregnancy, the goal of this study is to understand adolescents' motivation to prevent pregnancy; subsequently, it focuses on research that addresses the transition to first sex, sexual activity, and the use of contraception. A select number of studies on pregnancy resolution are also included as they are helpful for understanding the broader context of factors that may encourage/discourage adolescent sex and contraceptive behavior. The studies under review address individual-level factors, the influence of partners, peers, siblings and family processes, community and policy influences. Key findings are summarized, areas in need of further exploration are discussed, and a preliminary framework for a model integrating current knowledge is presented. Two sections, "Literature Cited" and "Literature Reviewed," contain approximately 267 references. An appendix describes and compares 19 models for understanding adolescent pregnancy. (EMK)

ED 417 358 CG 028 303

Manlove, Jennifer; George, Carrie
Positive Educational Outcomes among School-Age Mothers.
PUB DATE- 96

scenario to spark interest in the topic and to suggest major themes. Next comes a chapter overview, then the body of the chapter, followed by a section on "Special Needs and Special Talents," and concluding remarks. Chapters conclude with ideas for observing classrooms, talking with parents and teachers, or further investigation; annotated references; and children's literature citations. Chapters in the book are (1) Reading and Learning to Read; (2) Reading Instruction; (3) Emergent Literacy; (4) Word Recognition; (5) Vocabulary Development; (6) Scaffolding Students' Comprehension of Text: Teacher-Directed Approaches; (7) Guiding Students toward Independence in Reading; (8) Teaching for Understanding in Content Areas; (9) Writing and Reading; (10) Literacy Instruction for Non-Native Speakers of English; (11) Classroom Assessment; and (12) Classroom Portraits. Each chapter contains references. (RS)

ED 417 376 CS 013 091

Ediger, Marlow
Spelling and the Language Arts.
PUB DATE- 98
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Computer Uses in Education; Elementary Education; *Handwriting; *Spelling; *Spelling Instruction; Student Needs; Teaching Methods
IDENTIFIERS- Dolch Basic Sight Vocabulary

Pupils need to become good spellers to communicate effectively with others. Pupils should understand the meaning of words to be mastered before studying their spelling. Teachers need to provide a variety of learning opportunities to assist pupils in learning to spell words correctly. Pupils should develop a definite methodology in learning to spell words. Pupils need to perceive reasons for learning to spell a given set of words. The spelling curriculum should be as individualized as possible. Creativity should be stressed in pupils learning to spell words. Although not recently developed, the Dolch list of 220 words has merit because the words are commonly used by pupils in everyday reading and writing. Selected cautions that teachers need to be aware of when teaching spelling include: do not "go overboard" on phonics; many words in spelling textbooks may not be truly useful for pupils to learn to spell; and too often pupils are taught as if all possess readiness for the same number of words to be mastered in spelling. Computer use is one way to strengthen teaching and learning of spelling. Illegible handwriting may be a major cause for incorrect spelling of words. There needs to be a proper balance among understandings, skills, and attitudinal objectives in handwriting instruction. Good handwriting that is legible needs to be stressed throughout the different curriculum areas. Improved communication results when quality spelling and handwriting are involved. Spelling and handwriting skills can best be developed in context within the writing activity. (RS)

ED 417 377 CS 013 097

Biegler, Lucy
Implementing Dramatization as an Effective Storytelling Method To Increase Comprehension.
PUB DATE- 98
NOTE- 34p.; M.A. Research Project, Kean University.

inferred. In many respects statements in the standards documents about literacy are clear and reasonable. However, for curriculum and test designers, standards relating to literacy are open to wide interpretation. (Contains 35 references, 10 endnotes, and 11 tables of data. Appendixes contain lists of components of the standards analyzed as they relate to communication and reasoning.) (RS)

ED 417 397 CS 013 134

Hanning, Eileen
The Reading Connection: Literacy Development and Homeless Children.
PUB DATE- 96
NOTE- 11p.; Paper presented at the World Conference on Literacy (Philadelphia, PA, March 1996). For other papers from this conference, see CE 075 168, 173, 180, 183, 187, 191, and CS 012 996, CS 013 000, 002.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Childhood Needs; Community Programs; Elementary Education; *Homeless People; *Literacy; Oral Language; Program Descriptions; *Reading Aloud to Others; Reading Materials; Self Esteem; Volunteers
IDENTIFIERS- *Book Clubs; Virginia (North)

Educational and developmental researchers suggest that children who have experienced homelessness suffer both in self-esteem and in literacy development, although early research is not complete. The Reading Connection (TRC), a community-based nonprofit organization in northern Virginia, focuses on the social aspect of reading, rather than portraying it as simply a matter of decoding. Once a week volunteers visit shelters, read aloud with children, and conduct reading-related activities or crafts. Over the years, TRC has developed partnerships with the shelters it serves. TRC and First Book, another children's literacy organization, recently joined forces to create a book club that provides recently homeless families with a monthly package containing two books for each child, literacy tips and activities, and an order form, book list, and self-addressed stamped envelope. Both the shelter-based program and the book club have faced some challenges during their implementation. Areas in which TRC can increase its practical application of literacy research include focusing on parents, writing, and various cultural traditions that include oral language. Lessons and ideas that can be taken from this model to support literacy development in homeless children globally include: homeless families need encouragement to draw on their oral language traditions to bolster oral language development; and the presence and availability of reading materials are essential for children's continued literacy development. By investing in the literacy development of homeless children and families, such programs can help homeless children and families can experience both success during and after the crisis of homelessness. (Contains eight references.) (RS)

ED 417 398 CS 013 135

Tomesen, Marieke; Aarnoutse, Cor
Effects of a Training Program in Deriving Word Meanings.
PUB DATE- 97
NOTE- 5p.; Paper presented at the Annual Meeting of the National

which writers appropriate the majority discourse and use it for their own purposes. (NKA)

ED 417 418 CS 216 249

Wirkus, Tom; Bohlken, Bob
Listening to Sports Idioms.
PUB DATE- 97
NOTE- 5p.; Paper presented at the Annual Meeting of the International Listening Association (18th, Mobile, AL, March 12-15, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Athletics; College Students; Higher Education; *Idioms; *Language Usage; *Listening; Listening Skills; *Organizational Communication; *Sex Differences
IDENTIFIERS- *Communication Behavior; Listening Research; Tannen (Deborah L)

In the book, "Talking from 9 to 5," Deborah Tannen suggests that females have difficulty listening to males in the workplace because of the masculine inclination to talk sports the majority of the time. Men use sports idioms, metaphors, and cliches, making business a "peculiar language" which excludes "naive" listeners, females. To test the hypothesis that females do not understand sports idioms, common sports idioms were read aloud to college students to see whether males and females were equally knowledgeable about the meaning of the idioms. Participants ranged in age from 18 to 30 years old with the mean age of 21. Results indicated that females responded to 66% of the spoken idioms, while males responded to 72% of the items, a difference of 6%. The study also aimed to gather common sports idioms with which to train people in listening to understand sports idioms. A list of 42 sports idioms is included. (NKA)

ED 417 419 CS 216 250

Nardo, Don, Ed.
Readings on Sophocles. The Greenhaven Press Literary Companion to World Authors. Literary Companion Series.
PUB DATE- 97
NOTE- 178p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Classical Literature; *Drama; Greek Civilization; *Greek Literature; Higher Education; *Literary Criticism; Playwriting; Secondary Education
IDENTIFIERS- Greek Culture; Greek Mythology; *Sophocles

Intended as an accessible resource for students researching the Greek dramatist Sophocles (born 496 B.C.), this collection of essays contains an in-depth biography of the playwright and writings from a wide variety of sources. The essays are edited to accommodate the reading and comprehension levels of young adults; each essay is introduced by a concise summation of the contributor's themes and insights. Additional features include an annotated table of contents, a chronology of Sophocles' life and career as well as of concurrent historical events, and primary and secondary bibliographies to facilitate research. The 19 essays and their authors include: "Sophocles' Use of Mythology" (C.M. Bowra); "Sophocles' Mastery of Character Development" (Werner Jaeger); "Sophocles' Moral Themes" (Robert

ED 417 438 CS 509 776

Buxton, Toni
Communication Apprehension and Its Impact on College Students' Success.
PUB DATE- 97
NOTE- 20p.; Paper presented at the Annual Meeting of the National Communication Association (83rd, Chicago, IL, November 19-23, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Classroom Techniques; *Communication Apprehension; *Communication Problems; Communication Research; Communication Skills; Higher Education; Public Speaking; *Student Development; Student Reaction; Student Surveys
IDENTIFIERS- Personal Report of Communication Apprehension

This study examined communication apprehension (CA) as a potential barrier to student academic success. Prior research implicated CA as a primary predictor of both interpersonal and academic success. Based on the past research of J. McCroskey and others, it was hypothesized that high CA students would maintain lower grade point averages (GPA) and standardized test scores. Students in five basic public speaking classes were asked to complete the Personal Report of Academic Success (PRCA-24) and to report high school GPA, college GPA, and SAT scores. Results indicated that high CA students attain roughly equal or slightly higher GPAs and standardized test scores. An examination of these results suggests that CA has little negative impact on academic success of college students. (Contains 25 references and 3 tables of data.) (Author)

ED 417 439 CS 509 777

Carey, Ann
Imagined Community at Hamilton College and in the Residence Halls.
PUB DATE- 97
NOTE- 16p.; Paper presented at the Annual Meeting of the National Communication Association (83rd, Chicago, IL, November 19-23, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Campuses; *Community Characteristics; Definitions; *Dormitories; Higher Education; *Institutional Characteristics; *Language Role
IDENTIFIERS- Community Profiles; *Hamilton College NY; *Membership Benefits; Power

The "Hamilton College community" (New York) is a term which appears to describe those who are students or staff of the college, who are bound by the close housing (set up on a hill, to be further separated), who share a common philosophy (wanting to learn or to teach), and who are familiar with many members of the "community." According to the specifications found in the definition of "community" in Webster's dictionary, Hamilton qualifies as a community. At Hamilton all students are required to live on campus. Since the size of the school is so small, people see the same faces every day. However, although people become familiar with faces, they do not necessarily feel more comfortable with those that they see often. Still, there collaboration articles. Tables of contents and abstracts from six leading national journals published between 1990 and 1997 were examined. Results indicated that women are making headway in the major NCA journals for overall publication rates. In two of the six journals, females are equal to males. Collaboration rates showed that the lead-authorship in mixed-sex collaboration was split between males and females. Same-sex collaboration examination showed that males collaborated with each other more than with females. Three times as many females as males wrote on interpersonal issues. Findings also suggest that female scholars may be more interested than males in the relationship between theory and praxis rather than in metatheoretical discourse or argument. (NKA)

ED 417 457 EA 028 490

A Descriptive Review of the Gateway Grants Program.
SPONS. AGENCY- Department of Education, Washington, DC. Office of the Under Secretary.
PUB DATE- 97
NOTE- 95p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Education; *Adult Literacy; Community Education; Federal Programs; Literacy Education; Low Income Groups; National Surveys; Outreach Programs; *Program Effectiveness; Program Evaluation; Public Housing
IDENTIFIERS- Gateway Grants

The purpose of this study was to develop a description of the Gateway Grants Program, providing data on the activities that states and Gateway Grantees have undertaken in response to the Adult Education Act, as amended. Information was gathered through a survey of state officials administering the Gateway program and local directors of Gateway Grant projects in all 50 states, the District of Columbia, and Puerto Rico. Findings indicate that the Gateway Grants program did target funding to literacy projects serving public-housing residents throughout the United States. Gateway grantees reported average awards of approximately $18,500, and the program delivered adult-education services to over 5,000 individuals. Around two-thirds of grantees served urban communities, though two-thirds of these were in smaller urban areas. The program encouraged states to fund adult-literacy services, and when projects were funded, directors reported success at reaching their target audiences. However, findings also show that most states allocated small portions of the federal funds for Gateway programs, and that state administrators tended to view the program negatively, regarding the funding structure as wasteful, difficult to administer, and largely failing to increase the level of adult-education services for public-housing residents. (RJM)

ED 417 458 EA 028 829

Kelly, Kelan J.
Charter Schools. Background Paper 97-1.
PUB DATE- 97
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Accountability; *Charter Schools; Educational Change; *Educational Finance; Educational Innovation;

and school reform, describing various programs, such as year-round schools and experimental development programs. Student achievement and assessment are outlined, with highlights offered on the statewide testing program and national assessment. Concerns regarding educational equity and opportunity, such as opportunities offered to the sexes, to the races, and to the gifted, are likewise detailed, followed by a core curriculum inservice update. The application of technology into the curriculum, ways to expand educational technology, and federal and special programs are discussed. Some of the services for students at risk are profiled, along with overviews of professional progress for teachers, school finance and demographics, and agency and school system support. Current information about the needs and accomplishment of the State Education Office as it implements the policies made by the State Board of Education are provided. (RJM)

ED 417 479 EA 028 941

Utah State Superintendent of Public Instruction. Summary of Statistical and Financial Data, 1994-95. Supplement to the Annual Report.
PUB DATE- 95
NOTE- 516p.; For 1994-95 annual report, see EA 028 940.
LANGUAGE- English
EDRS Price- MF02/PC21 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; *Budgeting; Educational Equity (Finance); *Educational Finance; Elementary Secondary Education; Expenditure Per Student; Expenditures; Instructional Student Costs; *School Accounting; *School Funds; School Taxes
IDENTIFIERS- *Utah

To gauge how its schools are performing, the state of Utah produces a statistical and financial data report each year; the results of the 1994-95 report are presented. The report is divided into three parts: a statistical section, statewide revenue/receipts, and statewide expenditures/disbursements. The data in the first part feature statistics on student enrollment, number of public schools by district, high school graduates, dropouts, full-time certificated personnel, pupil/teacher ratios, average contract salary and career-ladder monies, special-education programs, applied-technology programs, adult-education programs, extended-year programs, incidents of delinquency, sources of school revenue, and other information. The section on statewide revenues focuses on maintenance and operation, non K-12 programs, debt service, capital projects, building reserve, food services, internal services, trust funds, and student activities, and concludes with a summary of revenues and other financing sources. The last section, which details expenditures, analyzes many of the same categories as examined in the revenues section, but offers information on the status of school bonds and other indebtedness of administrative units, and provides a current expenditures summary. (Includes a glossary.) (RJM)

ED 417 480 EA 028 942

Bernal, Ernesto M.
Site-Based Decision-Making: Achieving a New Level of Professionalism.
PUB DATE- 96
NOTE- 9p.; Keynote address presented at the Annual Curriculum and Instruction Conference of the Edgewood Independent School

and family teams, identification of key players for an individual student, the student strength assessment, teacher parent alliance building, crisis planning, and the planning meeting. The report's final section presents evaluation findings of the EBD partnership initiatives for 1994-95. Findings indicate decreased out-of-home placements, less restrictive placements, and positive teacher, parent, and student perceptions. (Contains 44 references.) (DB)

ED 417 499 EC 306 240

Barlow, Thomas
Managed Care for Children with Disabilities and the Interface of Legislative Policies. PREL Briefing Paper.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Child Advocacy; Chronic Illness; *Disabilities; Family Needs; Federal Legislation; Financial Support; Government Role; Health Insurance; *Health Maintenance Organizations; *Health Needs; Health Services; *Needs Assessment; Special Health Problems; *Trend Analysis
IDENTIFIERS- *Medicaid

This paper addresses issues related to health care reform and the impact of managed care on health care services to children and youth with disabilities or special health care needs. Federal laws governing support for children with disabilities and their families are listed and briefly reviewed, noting a trend toward the dismantling of guarantees for children with disabilities. Major health care needs of disabled and chronically ill children are noted, including the finding that about 10 million children have no health insurance, that massive cuts in Medicaid could cause another 5 million to lose health coverage, and that one-third of children with chronic illness or disability have no source of care. Concerns of families are also listed, such as lack of sufficient family income, inability to locate necessary services, and difficulty in communicating with the health care provider. The current status of Medicaid-managed care for disabled children is summarized and model state programs are noted. Sixteen recommendations for advocates of children with disabilities are offered, such as to become informed about issues of public and private financing of health care, to insist on guaranteed access to medically necessary speciality care, to lobby legislative bodies at all levels, and to form coalitions with others concerned about children and health. (Contains 24 references.) (DB)

ED 417 500 EC 306 241

America Needs Us All: People with Disabilities Learning and Earning.
PUB DATE- 98
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Disabilities; Educational Policy; Educational Technology; Elementary Secondary Education; Federal Aid;

*State Regulation; *State School District Relationship; *State Standards; Student Placement
IDENTIFIERS- *New Hampshire

This document presents New Hampshire's standards for the education of students with disabilities. Individual chapters present standards on: definitions; Child Find; reporting requirements of local education agencies; evaluation and determination of educational disabilities; the Individualized Education program; extended school year programming; vocational education for students with disabilities; placement of students with educational disabilities; participation of private school students who are placed in private schools by parents without the cooperation of a local education agency; requirements for the development and operation of programs for students with educational disabilities; surrogate parents; confidentiality of information; procedural safeguards; complaint procedures; administrative due process hearing procedure; State Department of Education monitoring of educational services and programs for students with educational disabilities; education of children placed in homes for children, health care facilities, or state institutions; State Department of Education enforcement; standards for approval of private facilities and other non-district programs; rate setting; severability; provision of educational services to students with educational disabilities committed to the Youth Development Center by court order; and students with educational disabilities in placements for which the Division of Children, Youth, and Families has financial responsibility. (DB)

ED 417 519   EC 306 261

Crutchfield, Margie, Ed.
NCPSE News, 1996-1997.
PUB DATE- 96
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Certification; Databases; *Deaf Interpreting; *Disabilities; Elementary Secondary Education; Faculty Mobility; Higher Education; *Minority Groups; Paying for College; *Special Education Teachers; Student Financial Aid; *Teacher Persistence; *Teacher Recruitment; Teacher Shortage; Teachers with Disabilities

This document consists of the first two issues of a new newsletter of the National Clearinghouse for Profession in Special Education (NCPSE). The following articles are featured: "Diversity in the Special Education Teaching Force" (Judy L. Wald), which discusses reasons for the lack of teachers in special and general education from diverse backgrounds; "We Have Answers...," which describes NCPSE's databases; "Financial Aid for Culturally Diverse Students," which includes a list of organizations which assists students from diverse backgrounds in locating financial aid resources; "Notes to Recruiters," includes information on how NCPSE can help recruiters to recruit students into careers in special education; "OSEP Funded Projects Recommend Strategies for Retention of Special Education Professionals" (Judy L. Wald), which discusses the findings of three projects on school-based practices that lead to the retention of special education professionals, including

Boschee, Floyd; Beyer, Bonnie M.; Engelking, Jeri L.; Boschee, Marlys Ann
Special and Compensatory Programs: The Administrator's Role.
PUB DATE- 97
NOTE- 278p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Administrator Role; Bilingual Education; *Compensatory Education; *Disabilities; Economically Disadvantaged; Elementary Secondary Education; *Gifted; High Risk Students; *Multicultural Education; Program Costs; Program Design; *Special Education; Special Programs; Vocational Education

This textbook provides a comprehensive look at the vast knowledge base supporting special and compensatory education. Each chapter begins with a context and concludes with a section on the school administrator's role in promoting and leading others in each of the special and compensatory programs. Chapters include: (1) "Special Education," which discusses the legal basis of services for children with disabilities, funding, disability classifications, programs and services, meetings and hearings, and inclusion; (2) "Gifted and Talented," which includes information on the definition of a gifted child, the legal basis and funding of gifted programs, existing programs, program implementation, and program assessment; (3) "Title I: Helping Disadvantaged Children Meet High Standards," which describes the Chapter 1 program; (4) "Reading Programs," which reviews research on reading and specific reading programs; (5) "Bilingual Education," which describes instructional approaches, bicultural programs, and parent involvement and support; (6) "Vocational, Tech-Prep, and Career Education Programs," which discusses the legal basis and funding of each program and necessary resources and support; (7) "Multicultural Education," which provides sample state mandates for multicultural education and discusses curricular basics for multicultural education; and (8) "Student At-Risk Programs," which provides an overview of characteristics of students at-risk and programs for dealing with these students. (Contains biographies and index.) (CR)

ED 417 538 EC 306 281

Dowdy, Waymon L.,
The Mind/Brain Relationship of the Gifted Child.
PUB DATE- 97
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Brain Hemisphere Functions; Children; *Cognitive Processes; *Electroencephalography; *Gifted; *Mathematical Aptitude; Neurology; Sleep

This paper reviews three studies which examine cognitive processes and brain electrical activity in gifted children. The studies concentrated on mathematically gifted children and/or their sleep patterns. All three studies used the interhemispheric electroencephalogram to examine the gifted child's ability to harness right hemisphere capacities and bring them to bear in intellectual situations. Settings varied

"Definitions, Etiology, and Epidemiology of Cerebral Palsy" (Louis Pellegrino and John P. Dormans); "Making the Diagnosis of Cerebral Palsy" (Louis Pellegrino and John P. Dormans); "Interdisciplinary Care of the Child with Cerebral Palsy" (Louis Pellegrino and Gretchen Meyer); "Well-Child Care and Health Maintenance" (Louis Pellegrino); "The Management of Spasticity" (Stephanie Ried, Louis Pellegrino, Shirley Albinson-Scull, and John P. Dormans); "Musculoskeletal Impairments: Introduction to the Orthopedics of Cerebral Palsy" (John P. Dormans and Lawson A. Copley); "Orthopedic Approaches to Treatment" (John P. Dormans and Lawson A. Copley); "Gait Analysis in Cerebral Palsy" (Freeman Miller); "Postsurgical Management of Cerebral Palsy" (Sandy McGee, Johanna E. Deitz Curry, and John P. Dormans); "Neurosurgical Treatment of Spasticity" (Ann-Christine Duhaime and Shirley Albinson-Scull); "Nutrition and Feeding" (Peggy S. Eicher); "Promoting Functional Mobility" (Johanna E. Deitz-Curry); "Promoting Function in Daily Living Skills" (Lesley A. Geyer, Lisa A. Kurtz, and Lynette E. Byarm); "Promoting Function: Communication" (Cynthia B. Solot); "Assistive Technology" (Jennifer Rauck Burstein, Mary Lisa Wright-Drechsel, and Audrey Wood); "Orthotic Management" (James S. Walker and Meg Stanger); "The Family" (Symme W. Trachtenberg and Christine F. Rouse); "The School" (Susan K. Effgen); "Public Policy: Disability-Related Legislation" (Linda Hock-Long); "Transitions to Adulthood: The Adult with Cerebral Palsy" (Adadot Hayes); and "Epilogue" (John P. Dormans and Louis Pellegrino). (Individual papers contain references). (DB)

ED 417 556 EC 306 303

Orkwis, Ray; DeCarme, Judi; Glover, Jeanne
Discretionary Projects Supported by the Office of Special Education Programs under the Individuals with Disabilities Education Act, Fiscal Year 1997: Research, Innovation, and Evaluation.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 98
NOTE- 334p.; For earlier edition see ED 404 807; for all five volumes of this directory, see EC 306 303-307.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Disabilities; Early Intervention; *Educational Innovation; Educational Legislation; Elementary Secondary Education; Evaluation Methods; Evaluation Research; Federal Aid; Federal Legislation; Federal Programs; Grants; Knowledge Base for Teaching; Outcomes of Education; Program Evaluation; *Research and Development; *Special Education; State Programs; *Theory Practice Relationship
IDENTIFIERS- *Office of Special Education Programs

The five-volume directory describes more than 1,200 discretionary grants and contracts supported by the Research to Practice Division of the Office of Special Education Programs. The projects are grouped into sections representing the seven program areas of the Individuals with Disabilities Education Act (IDEA) Amendments (1997), Part D. This volume, the first of the set, describes projects concerning "Research and Innovation To Improve Services and Results for Children with Disabilities" and "Studies and Evaluations". The Research and Innovation projects aim to produce and advance the use of knowledge to improve services provided under IDEA, including improving the practices of personnel who are providing services to children and include a way to communicate, a reason to communicate, something to communicate, somewhere to communicate, and someone with whom to communicate. Included in the module are a pretest and posttest, 10 activities to illustrate concepts, a communication map, and sample forms to track students' abilities and progress. Transparencies summarizing key information are also provided. (CR)

ED 417 574 EC 306 321

Bennett, Theresa
A Model for Transitioning into a Preschool Program.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC. Early Education Program for Children with Disabilities.
PUB DATE- 98
NOTE- 82p.; In: Early Education Program for Children with Multiple Disabilities; see EC 306 317.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Agency Cooperation; Early Intervention; *Educational Legislation; Family Programs; *Individualized Family Service Plans; Infants; Inservice Education; Learning Modules; Meetings; *Multiple Disabilities; Parent Participation; Postsecondary Education; Preschool Children; Preschool Education; Professional Development; Severe Disabilities; Toddlers; Training Methods; *Transitional Programs
IDENTIFIERS- Individuals with Disabilities Education Act Part B; Individuals with Disabilities Education Act Part H; Mississippi; Project Head Start

This training module on transitioning young children with disabilities into preschool programs is from the Mississippi Early Education Program for Children with Multiple Disabilities, a program designed to train Individuals with Disabilities Education Act Part H service coordinators and service providers to use family centered strategies. Objectives of the training include teaching practitioners to recognize the importance of agency collaboration for the transition from intervention services to preschool. The module was developed to be used as a guideline for assisting families and service providers in planning the movement from home-based services to center-based services. It is divided into the following sections: (1) introduction and pre-post test; (2) transition collaboration; (3) Individuals with Disabilities Education Act Part B, H, and Head Start; (4) sample of final goals appropriate to complete the requirements for including transition on the Individualized Family Service Plan; (5) gathering information and recognizing the needs for a successful transition process; (6) a model that can be utilized to facilitate the transition meeting; (7) common barriers that are found in interagency coordination, how to recognize those barriers, and strategies for working together for a successful transition. An appendix includes relevant forms and transparencies. (CR)

ED 417 575 EC 306 322

Hollingshead, Lorie; Harris, Kristy; Stremel, Kathleen
Embedding Intervention Targets into Caregiving Routines and Other Activities of the Families Choice.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington,

contest; (5) flash card games; (6) use of local children's; and (7) party games, and some student-produced ideas such as stories and dialogues, tongue-twisters, and limericks. (Contains 13 references.) (MSE)

ED 417 594 FL 025 114

Couvertier, Aixa B.
Puerto Rican Language Use: A Synthesis Paper.
PUB DATE- 97
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Bilingual Education Programs; Code Switching (Language); Demography; Dialects; *English (Second Language); Enrollment Trends; *Hispanic Americans; Immigrants; Language Minorities; *Language Patterns; Language Role; *Language Usage; Language Variation; Migration Patterns; *Puerto Ricans; *Spanish; Standard Spoken Usage
IDENTIFIERS- Puerto Rico

Puerto Ricans in the United States are often assumed to be bilingual, and most are to some degree. Among Puerto Ricans, frequent returns home are common, allowing for immersion in both cultures and communication in both Spanish and English. Despite availability of bilingual education, programs are too short for participants to attain even a moderate level of English proficiency. Puerto Rican language patterns in the United States include a vernacular mix of English and black English, a mix of Spanish and English that is neither language, and English/Spanish code-switching. Low value attached to their own dialect of Spanish, often associated with deviance and ignorance, causes many to avoid its use. In all these cases, Puerto Rican language use is not highly valued in the United States. Children may internalize this view, assign little value to their native tongue, and even abandon it altogether, that may cause further family and community problems. More time should be given to English instruction, but Puerto Rican children should also be allowed to use their own language in appropriate contexts in school.The goal of bilingual education should be to develop proficiency in both languages. Contains 13 references. (MSE)

ED 417 595 FL 025 116

Constantino, Rebecca, Ed.
Literacy, Access, and Libraries among the Language Minority Population.
PUB DATE- 98
NOTE- 260p.; Foreword by Christian J. Faltis.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Access to Information; Adults; Attitude Change; Attitudes; Bilingualism; Case Studies; Children; Discussion (Teaching Technique); Elementary Secondary Education; *English (Second Language); Immigrants; Language Maintenance; *Language Minorities; *Libraries; Library Services; *Literacy; Native Language Instruction; Public Libraries; *Reading Habits; Reading Instruction; Reading Materials; Reading Research; Recreational Reading; School Libraries; Second Language Learning; Second Languages; Spanish; Sustained Silent Reading; Testing; Urban Areas

Papers on linguistic minorities and library use include: (1) "Why

ED 417 614 FL 801 216

Griffin, Patrick; Pollock, John; Corneille, Karen; Fitzpatrick, Maree
Skilling Me Softly: The Impact of Adult Literacy Classes. Longitudinal Study of the Destination of Adult Literacy Students. Final Report.
SPONS. AGENCY- Australian Dept. of Employment, Education, Training and Youth Affairs, Canberra.
PUB DATE- 97
NOTE- 123p.; Some data tables may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Adult Literacy; Attitudes; *Continuing Education; *Economic Status; Educational Improvement; *Employment Patterns; Expectation; Foreign Countries; Individual Development; Learning Motivation; *Life Satisfaction; Literacy Education; *Outcomes of Education; Policy Formation; Public Policy; Self Esteem; Student Motivation
IDENTIFIERS- *Australia

An Australian study investigated the destinations of adult literacy students in nationally-funded programs, including their economic and employment patterns, educational development (maintenance of educational involvement and advancement, skill development), social well-being (family and personal development, life satisfaction, self-esteem), and community participation and enjoyment of community facilities. Data were collected over four years using a combination of survey and case study analysis and drawing on other research and policy information. Results indicate adult literacy education participants had diverse expectations and motivations, making evaluation of program impact inappropriate; literacy gains were only part of student motivation. Participants developed a noticeable shift in reading and cognitive problem- solving strategies, clearly moving away from dependence on tools and personal support. Literacy classes significantly improved employment opportunities, but inequities persisted. Sociability measures were initially higher while students were in the classroom, but this appeared a temporary effect. Retention rates differed for sample groups. Only a small proportion pursued further study, but overall, social and community participation increased. Functional and everyday literacy activities were substantially and positively altered for participants. Recommendations for program improvement are made. (Contains 49 references.) (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 417 615 FL 801 218

Frank, Marcella
A Checklist for Teaching Comparison to Adult ESL Students.
PUB DATE- 80
NOTE- 16p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (San Francisco, CA, 1980).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Classroom Techniques; *Comparative Analysis; *English (Second Language); Language Patterns; Language Usage; Logic; *Phrase Structure; Second Language

LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *College Faculty; Employment Patterns; Expectation; Faculty Mobility; Faculty Workload; Foreign Countries; Higher Education; Leisure Time; *Life Style; Migration; Recreational Activities; Surveys; Teacher Attitudes; *Teacher Retirement
IDENTIFIERS- Retired Persons; *Retirement Planning

Based on responses to a questionnaire and interviews with 327 faculty from research universities, liberal arts colleges, a comprehensive university, British universities, and a longitudinal study concerning the transition to retirement, this study examines academic retirement experiences. An introductory chapter gives background information on the evolution and methodology of the study. The second chapter examines the process of preparing for retirement, including professors' feelings about approaching retirement, perceived changes in behavior of colleagues and students, retirement timing, and reactions to institutional retirement plans. Chapter 3 looks at the decision of where to live after retirement and explores reasons for staying in or leaving the pre-retirement community. The fourth chapter describes professors' evaluations of the retirement experience, positive and negative, and offers suggestions for others who are soon to retire. Two subsequent chapters examine activity patterns in retirement, ranging from continued professional activities such as teaching, research, creative work, consulting, or working in professional organizations to leisure and nonprofessional service activities. Interinstitutional and cross-national comparisons are made throughout. The final chapter examines common themes and patterns, with implications for faculty development and use of older faculty. (MSE)

ED 417 634   HE 031 086

Adams, Matthew C.
Successful Funding Strategies for Facility Renewal.
PUB DATE- 97
NOTE- 102p.; For related document, see ED 406 919.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Budgeting; *Campus Planning; Case Studies; *College Administration; *College Buildings; Comparative Analysis; Educational Finance; Facility Expansion; *Facility Improvement; Facility Planning; Financial Support; Foreign Countries; Higher Education
IDENTIFIERS- *Deferred Maintenance

The discussion of college and university capital renewal and deferred maintenance (CRDM) explores issues facing campus managers, presents the successful facilities maintenance strategies of eight institutions, and gives an overview of the efforts of several Canadian institutions. An introductory chapter gives background information on CRDM in U.S. colleges and universities and identifies some common characteristics of successful programs. It is found that at institutions with staying power, facilities managers garner support from a variety of senior staff, including the president and trustees, raise awareness of the seriousness of the CRDM backlog, and create positive awareness of achievements through public relations. Subsequent chapters detail the strategic planning scholars in the United States and U.S. students in study abroad programs and the Cooperative Institutional Research Program. The 83 data tables and 47 figures and accompanying summary text are organized as follows: (1) total number of foreign students in the Unites States; (2) enrollments by region and country of origin; (3) undergraduate and graduate distribution by country of origin; (4) field of study choices and geographic origins of students for 13 academic areas; (5) the development of field of study choices over time for students from selected Asian countries; (6) access and participation rates of foreign students by sex and nationality; (7) distribution of foreign students in the United States by county, region, and state; (8) primary funding sources and estimated expenditures of foreign students; (9) foreign student enrollments by institution; (10) academic and personal characteristics of foreign students; (11) numbers and destinations of U.S. students studying abroad; (12) foreign student enrollments in intensive English programs and student geographic origins; and (13) numbers and activities of foreign scholars on U.S. campuses. Brief essays on international education are included, along with information about the survey methodology and the accompanying diskette. (SW)

ED 417 652   HE 031 105

Steen, Sara J., Ed.
Vacation Study Abroad, 1998/99. The Complete Guide to Summer and Short-Term Study.
PUB DATE- 98
NOTE- 522p.; For previous edition, see ED 405 756.
LANGUAGE- English
EDRS Price- MF02/PC21 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- College Students; Colleges; Eligibility; Exchange Programs; Foreign Countries; Higher Education; *International Educational Exchange; *International Programs; Program Content; Program Descriptions; Second Language Programs; Student Costs; *Student Exchange Programs; *Study Abroad; *Summer Programs; Universities
IDENTIFIERS- Institute of International Education NY; Program Characteristics

This guide provides descriptions of 2,008 summer and short-term academic and language study-abroad programs that range in length from one-week to several months. Introductory sections provide information on the Institute of International Education (IIE), IIE publications, the use of the guide, planning study abroad, and 78 publications and 34 websites on study and research abroad and funding opportunities. The majority of the guide consists of individual program descriptions, arranged geographically by region and country. In addition to specific country and city listings, there is a "worldwide" section for programs that are active in more than one region. Each listing provides information on program sponsor, name of the program, program site, dates, subjects of study and opportunities to learn foreign languages, eligibility, credit, instructional methods and language(s) of instruction, costs, housing, deadlines, other information, and contact points. Programs are indexed by program sponsor, consortia, field of study, special options, cost, and duration. A brief article, "How to Read Study-Abroad Literature," by Lily von Klemperer is included. (SW)

Murr); and "Reviewing Institutional Quality and Accountability: Accreditation and Regulation in Higher Education" (A. Cathleen Greiner). (DB)

ED 417 671 HE 031 127

State Postsecondary Education Structures Sourcebook. State Coordinating and Governing Boards. Membership, Staffing, Roles and Responsibilities, Profiles.
PUB DATE- 97
NOTE- 462p.; See ED 375 787 for the 1994 edition.
LANGUAGE- English
EDRS Price- MF01/PC19 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- College Administration; Educational Change; Educational Policy; Educational Trends; *Governance; *Governing Boards; *Government School Relationship; *Higher Education; Legal Responsibility; Postsecondary Education; *State Boards of Education; State Colleges; *State Government; State Universities; Trend Analysis

This new edition of the sourcebook is intended to be a reference on the historical backgrounds, current status, and emerging patterns of state higher education structures, specifically state coordinating and governing boards. An introductory essay by Aims C. McGuinness Jr. is titled "The Functions and Evolution of State Coordination and Governance in Postsecondary Education". This essay explains governance and coordination, describes existing state structures, offers an historical review of changes in state structures, looks at recent changes, and offers guidelines for states considering reorganization. Tables then display data on all states concerning: authority of state boards, patterns of campus and system governance, and patterns of state coordination and governance of community colleges and other two-year institutions. The largest section provides narrative profiles of the state postsecondary education structures for each state. Additional tables provide data on: (1) statewide postsecondary coordination, governance and planning; (2) agency responsibility; (3) basic legal powers and structures; (4) membership of central state coordinating and/or governing boards and public institutional and multicampus governing boards; (5) student and faculty membership--Central state coordinating and/or governing boards and public institutions and multicampus governing boards; and state-level agencies and committees. An appendix provides addresses and phone numbers of state higher education executive officers. (DB)

ED 417 672 HE 031 128

Blendinger, Jack; Cornelious, Linda; McGrath, Vincent
Faculty Governance: The Key to Actualizing Professionalism.
PUB DATE- 98
NOTE- 15p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (New Orleans, LA, February 25-28, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Effectiveness; Administrator Role; Advisory Committees; *College Administration; College Environment; *College Faculty; *College Governing Councils; Deans; Decision Making; Faculty; *Faculty College Relationship;

Garland Reference Library of Social Science, Vol. 1119.
PUB DATE- 98
NOTE- 515p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Colleges; *Community Cooperation; Cooperative Programs; Educational Trends; Higher Education; Long Range Planning; *Outreach Programs; *School Community Programs; Trend Analysis; Universities

The 22 essays and case studies in this book offer a theoretical and practical guide on outreach programs of colleges and universities. The chapters are: (1) "The New American Outreach University: Challenges and Options" (Richard M. Lerner, Lou Anna K. Simon); (2) "The Land-Grant Idea and the Evolving Outreach University" (James T. Bonnen); (3) Marshaling the Forces of the Land-Grant University To Promote Human Development" (Graham B. Spanier, Mary Beth Crowe); (4) "Toward a New Century of Service: Community Collaborative Programs at Kent State University" (Carol A. Cartwright); "Community Collaboration Programs at Goucher College" (Judy Jolley Mohraz, Carol Weinberg); (6) Outreach for the Twenty-First Century: The Virginia Tech Approach" (Peggy S. Meszaros); (7) "Building University System Collaboration: The Florida Inter-University Center for Child, Family, and Community Studies" (Lionel J. Beaulieu et al.); (8) "Educating the Applied Developmental Psychologist for University-Community Partnerships: The Fordham Model" (Ann Higgins-D'Alesandro et al.); (9) "The Children, Youth, and Family Consortium: A University of Minnesota/Community Partnership" (Martha Farrell Erickson, Richard A. Weinberg); (10) "Challenges of University-Community Outreach to Traditional Research Universities: The University of Pittsburgh" (Robert B. McCall et al.); (11) "Making University and Community Collaborations Work" (Christine M. Todd et al.); (12) "Toward a Scholarship of Relevance: Lessons from a Land Grant University" (Stephen A. Small, Karen Bogenschneider); (13) "Organizational Innovation and the Creation of the New American University: The University of Pennsylvania" (Ira Harkavy); (14) "The Young Spartan Program: A Bridge Between the Ivory Tower and the Community" (Joanne G. Keith et al.); (15) "Promoting the Health of Maryland's Adolescents: Johns Hopkins University" (Cheryl S. Alexander, Madlyn C. Morreale); (16) "Changing the Culture of the University To Engage in Outreach Scholarship" (Mary Brabeck et al.); (17) "Boldness for Our Times: Mobilizing University Expertise To Meet Youth Needs" (Russell G. Mawby); (18) "Furthering Community Youth Development" (Richard J. Sauer); (19) "The Common Pursuits of Modern Philanthropy and the Proposed Outreach University" (Lonnie R. Sherrod); (20) "The Fermilab Program for Science and Mathematics Education for Youth" (Marjorie G. Bardeen, Leon M. Lederman); (21) "'One Foot in the Library and One Foot in the Street': Strategies for Investing in University-Community Collaboration" (Jane Quinn); and (22) "Partnership in Action; The Governor's Clergy Summit in the City of Detroit" (John Engler, Connie Binsfeld); and (22) "Directions for the American Outreach University in the Twenty-First Century" (Richard M. Lerner, Lou Anna K. Simon). (Individual chapters contain references.) (DB)

ED 417 692 HE 031 152

ED 417 710 IR 018 777

Technology Report: A Report on Technology in Iowa Public School Districts.
PUB DATE- 97
NOTE- 59p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Uses in Education; *Educational Assessment; Educational Technology; Elementary Secondary Education; *Information Technology; Internet; Microcomputers; Public Schools; *School Statistics; School Surveys; Staff Development; State Surveys; Statewide Planning
IDENTIFIERS- *Iowa; *Technology Integration

The technology data collection provides fundamental information on Iowa public schools with respect to various aspects of technology. Responses to the survey were received from 100% of the 379 Iowa public school districts during the 1996-97 school year. The survey was conducted to provide baseline information on a central core of technology elements to allow for the development of trend data. These data will enable the Department to describe the status of Iowa public school technology, to reflect needs, and to facilitate the school improvement processes. In addition, the survey will provide data to respond to legislative and other requests about technology in Iowa public school districts and will allow for comparisons of similar data with other states and the nation. The report arranges information by technology area: computer hardware/technology, Internet uses and software, instructional integrated technology, automated student record systems, and technology support and staff development. The report also presents and compares information collected from a 1995-96 school year technology survey. Appendices contain the technology survey form and selected survey data. Data elements include the number of in-school computers, the percent of computers purchased in the last two years, the number of pupils per computer, Internet access status, remote access to classes status, and automated student record status. (SWC)

ED 417 711 IR 018 778

Harris, Judi
Way of the Ferret: Finding and Using Educational Resources on the Internet. Second Edition.
PUB DATE- 95
NOTE- 291p.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Computer Assisted Instruction; Computer Mediated Communication; *Educational Resources; Educational Technology; Electronic Mail; Information Sources; Instructional Materials; *Internet; Learning Activities; Telecommunications; Teleconferencing
IDENTIFIERS- Electronic Resources; Listservs

This book is designed to assist educators' exploration of the Internet and educational resources available online. An overview lists the five basic types of information exchange layout of the library and satellite locations, and guides to using DRAGON--the online catalog, GALILEO (Georgia Library Learning Online), ERL Subject Indices--online and CD-ROM databases, and government documents. (SWC)

ED 417 730 IR 056 957

Report of the "MLA Bibliography" Scope and Overlap Committee, an ACRL Ad Hoc Committee.
PUB DATE- 97
NOTE- 215p.; A few pages have light and broken type.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - General (020),Reference Materials - Bibliographies (131)
DESCRIPTORS- *Bibliographies; Books; Librarians; Library Collection Development; Library Collections; Literature; *Literature Reviews; *Resource Materials; *Selection Tools
IDENTIFIERS- *MLA International Bibliographies; Modern Language Association

The "MLA Bibliography" Scope and Overlap Committee was formed in response to a request from the Modern Language Association for librarians' assistance in examining the coverage and overlap between the "MLA International Bibliography" and other reference tools. This report contains the following 20 papers, prepared by the committee between 1991 and 1994: "Eighteenth Century English Drama" (David G. Schappert); "Nineteenth Century British and American Drama" (Michaelyn Burnette); "Twentieth Century American, English, and Irish Drama" (Rosemary A. Franklin); "Australian and New Zealand Literature" (Murray S. Martin); "Canadian Literature in English" (Catharine M. E. Halls); "Southern American Literature" (Gina R. Overcash); "Literature of the American West" (Donald A. Barclay); "French Canadian Literature" (Mary Cay Reynolds); "Scandinavian Literature" (Lois Olsrud, Ulla Sweedler, Mariann Tiblin); "Nineteenth Century Spanish Women Writers" (Lieselotte H. Werner Fajardo); "Indian Literature in English" (Kathy Johnson); "Linguistics/Romance Linguistics" (Frank Di Trolio, Adan Griego); "Slavic Linguistics" (Alena Aissing); "Ethnic Women Writers" (Jacquelyn Marie); "Performance Studies" (Allison G. Kaplan, Kay Kane); "History of the Book" (John Van Hook); "Literary Theory" (Catherine Palmer, Robert Kieft, Virginia Randolph); "Women's Studies Journals" (G. Margaret Porter); "Gay and Lesbian Studies" (Thomas D. Kilton); and "Detective Fiction" (Murray S. Martin). (SWC)

ED 417 731 IR 056 958

Tygett, Mary
Assessment of the Economics and Finance Collections at Central Missouri State University, Warrensburg, Missouri.
PUB DATE- 98
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Libraries; *Economics; Higher Education; Library Acquisition; *Library Collection Development; *Library Collections; *Library Expenditures; Library Funding; *Library Material Selection; Selection
IDENTIFIERS- *Central Missouri State University; *Finance

This document describes a collection assessment made of the Economics and Finance holdings at Ward Edwards Library at Central Missouri State University (CMSU). The assessment is

Program Development; Program Implementation; Womens Education; *Workplace Literacy
IDENTIFIERS- *Australia (Victoria)

This publication contains nine short descriptive case studies of local adult education programs, including viticulture, women's reentry into the work force, music theory, work skills for people with disabilities, local history, intergenerational family literacy, and workplace training. The studies give a good overview of the diversity of learners' backgrounds, program objectives, and program delivery in adult and community education programs in Victoria, Australia. Information is provided on program development, course content, program implementation, outcomes, administration, and resources. (KC)

ED 417 283 CE 075 964

Kuebart, Friedrich
A Comparative Analysis of the Phare Countries. Report on Vocational Education and Training.
PUB DATE- 96
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Educational Change; Educational Needs; *Educational Philosophy; *Educational Policy; Foreign Countries; *Policy Formation; Secondary Education; Technical Education; *Vocational Education
IDENTIFIERS- *Europe (Central); *Europe (East)

A cross-country analysis based on 11 case studies on vocational education and training (VET) in Eastern and Central Europe was conducted. The countries are: Poland, Czech Republic, Hungary, Slovakia, Estonia, Latvia, Lithuania, Bulgaria, Romania, Slovenia, and Albania. Data gathered included information about the following: political and economic background to the transformation of the education system; transforming the institutional structures in VET; restructuring the upper secondary level; VET at the upper secondary level; the role of enterprise-based training; legislation, responsibilities and funding for VET; curriculum, instruction, and assessment; teaching staff in VET; and educational research and information. The country studies showed that it is not possible to find any solutions, let alone "simple" ones, that would apply in general to the complex problems of VET in the countries in transition. There are no definite clear-cut models to be followed, nor can Western solutions be imposed. A policy of gradual change seems the only answer, but such an approach runs the risk of losing sight of the goals of reform and wasting energy on secondary issues. (Contains 28 references.) (KC)

ED 417 284 CE 075 965

Hayward, Abbe; Stott, Clare
Student Stress in an FE College: An Empirical Study.
PUB DATE- 98
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Research/Technical (143)
DESCRIPTORS- *College Students; Foreign Countries; Postsecondary Education; Stress Management; *Stress Variables; *Technical Institutes; Vocational Education

Ginsburg, Lynda; Elmore, Jennifer
Technology in the Workplace: Issues of Workers' Skills. Technical Report.
SPONS. AGENCY- Advanced Research Projects Agency (DOD), Washington, DC.
PUB DATE- 98
NOTE- 23p.; Consortium for Advanced Education and Training Technologies.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- Continuing Education; *Education Work Relationship; *Educational Needs; Electronics; Employer Attitudes; Employment Level; *Employment Qualifications; Health Occupations; Influences; *Job Skills; Lifelong Learning; Manufacturing Industry; Metacognition; Office Occupations; Technical Occupations; *Technological Advancement; *Technology Education; Work Environment

Technology is having a definite impact on the workplace. Although workers in the fields of health care, administration, manufacturing, and electronics are all expected to exhibit industry-specific competencies, they must also master a similar set of technology-related competencies. This is especially true with respect to using technology to communicate with others and gather and use data. Technology affects workers differently. By reducing the time needed to compile and manage large quantities of data, technology has given some workers more time for creative, higher-level work that depends on the quick availability and easy manipulation of information. Other workers, however, are finding that increased technology may actually "deskill" or reduce the scope of their professional roles. For most workers, technology has become a mediator between workers and some facets of their job. Workers who know relatively little about technology, hold negative attitudes toward computers, or have a difficult time learning or upgrading technology skills may find themselves on the lower end of a professional hierarchy. Technology-rich workplaces demand continuous learning. Affective responses to technology also influence workers learning and productivity. Employers will likely be best served by helping experienced workers apply their current expertise to emerging technologies. (Contains 24 references.) (MN)

ED 417 303 CE 076 009

Javed, Syed
Internet Guide for Literacy Teachers & Researchers. The All-in-One Internet Reference Tool for Literacy Professionals. Updated & Revised.
SPONS. AGENCY- Australian Dept. of Employment, Education and Training, Canberra.
PUB DATE- 97
NOTE- 97p.; Update of ED 405 486.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Access to Information; Adult Basic Education; Adult Educators; *Computer Mediated Communication; *Electronic Libraries; *Electronic Mail; Foreign Countries; Information Dissemination; *Information Retrieval; Information Seeking;

Belt: Anglos and Hispanas Respond to Managerial Control" (Louise Lamphere, Patricia Zavella); "Working 'Without Papers' in the United States: Toward the Integration of Legal Status in Frameworks of Race, Class, and Gender" (Pierrette Hondagneu-Sotelo). Part III, "Health Care, Professions, Managerial Positions, and Entrepreneurship," includes: "Class Experience and Conflict in a Feminist Workplace: A Case Study" (Sandra Morgen); "Black and White Professional-Managerial Women's Perceptions of Racism and Sexism in the Workplace" (Lynn Weber, Elizabeth Higginbotham); "Korean Immigrant Wives' Labor Force Participation, Marital Power, and Status" (Pyong Gap Min). Part IV, "Working for a Better Community: Dilemmas in Building Solidarity," includes: "Working-Class Mexican-American Women and 'Voluntarism': 'We Have to Do It!'" (Mary Pardo); "The Third Shift: Black Women's Club Activities in Denver, 1900-1925" (Lynda F. Dickson); and "Epilogue" (Mary Romero). Most papers contain substantial bibliographies. (MN)

ED 417 321 CE 076 053

Rathore, Harish, Ed.; Schuemer, Rudolf, Ed.
Evaluation Concepts and Practice in Selected Distance Education Institutions. ZIFF-Papiere 108.
PUB DATE- 98
NOTE- 88p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Distance Education; Educational Philosophy; *Educational Practices; *Educational Quality; Educational Theories; *Evaluation Methods; Foreign Countries; Open Universities; Postsecondary Education; *Program Evaluation; *Student Evaluation

This document contains five papers examining evaluation concepts and practice in selected distance education (DE) institutions. "Preface" (Harish Rathore, Rudolf Schuemer) defines evaluation in DE and provides an overview of the evaluation philosophies, agendas, and methodologies discussed in the five papers. "Evaluation Practices at the Indira Gandhi National Open University" (Krishnapillai Murugan) considers evaluation for program design/development, evaluation of student entry and performance, and program evaluation. "Evaluation at National Open University of Venezuela" (Leopoldo Machado, Arlette Machado) focuses on evaluation of DE instruction and administration. Evaluation philosophy, methods, and procedures are described in "The Evaluation of Distance Education at the University of Victoria" (Geoff Potter). Program, student, and systems evaluation and evaluation criteria are the subject of "Quality Assessment and Evaluation: Basic Philosophies, Concepts and Practices at NKI, Norway" (Torstein Rekkedal). "Programme Evaluation at the British Open University" (Alan Woodley) covers methods of system evaluation and formative and summative course evaluation (critical commenting, developmental testing, feedback from tutors and students, cross-sectional studies, and developmental studies) and evaluation agendas (market, liberal, and radical evaluation). Most papers contain substantial bibliographies. (MN)

ED 417 322 CE 076 054

Brown, Stephen C., Ed.
Open and Distance Learning: Case Studies from Industry and Education. Open and Distance Learning Series.

in a descriptive study. Subjects were 24 women (9 Caucasians, 7 African Americans, and 8 Hispanic Americans aged 19 to 24 years) enrolled in a proprietary business career junior college in a major metropolitan area of the southern United States. The women completed the Rotter Internal External Locus of Control Scale (IE Scale) and a student survey containing questions about respondents' ethnic background, grade-point average (GPA), and 1994 income. Of the three groups, the Hispanic women had the lowest IE scores (a fact attributed to their cultural heritage, Latina achievement styles, and the strength of their familial commitments). Among the African American students, there was an aggregate of single mothers with high GPAs, extremely low income levels, and very external IE scores. Attributional retraining programs were concluded to be a viable remedial intervention for assisting at-risk college students. (The reference list and bibliography contain 63 references. Appended are the following: project-related correspondence; reentry student survey; and a table and graphs detailing responses to the survey instruments.) (MN)

ED 417 340　　CE 076 091

Certificates in General Education for Adults. Certificate I (Foundation). Certificate II & Certificate II (Further Study).
SPONS. AGENCY- Adult, Community, and Further Education Board, Melbourne (Australia).
PUB DATE- 96
NOTE- 481p.
LANGUAGE- English
EDRS Price- MF02/PC20 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Accountability; Adult Education; *Adult Programs; Articulation (Education); *Basic Skills; Competence; Competency Based Education; Credits; Curriculum Development; Delivery Systems; *Educational Certificates; Educational Objectives; *Educational Policy; Employment Qualifications; Foreign Countries; *General Education; Learning Modules; Literacy Education; Mathematics Skills; National Curriculum; National Programs; Numeracy; Postsecondary Education; Reading Skills; Speech Communication; *Student Certification; Student Evaluation; Transfer Policy; Writing Skills
IDENTIFIERS- *Australia

This document is intended for adult education providers in Victoria, Australia, who intend to deliver courses leading to one or more of the following certificates in general education for adults: Certificate I in General Education for Adults (Foundation); Certificate II in General Education for Adults; and Certificate II in General Education for Adults (Further Study). The following topics are discussed in the introduction: general information (copyright information and licensing/franchise arrangements); course information; course names, qualifications, and information about the courses' consistency with the Australian Qualification Framework; course development (consideration of industry and market needs and review for reaccreditation); course outcomes; course structure; assessment strategy; delivery of the course; articulation and credit transfer; and ongoing monitoring and evaluation). Appended to the introduction is a series of tables detailing the alignment of the indicators of competence of the National Reporting System and the learning outcomes of the Certificates in General Education for Adults (CGEA). Each of the remaining

NOTE- 26p.; Presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Persistence; Adolescents; Dropout Prevention; *Early Parenthood; *Educational Benefits; Family Influence; High Risk Students; High School Students; Models; Mothers; *Outcomes of Education; *Pregnant Students; Public Policy; Secondary Education
IDENTIFIERS- National Center for Education Statistics; *National Education Longitudinal Study 1988; Title IX Education Amendments 1972

Due to the unusually high number of adolescent mothers in the United States, public concern surrounding the issue of teenage motherhood has accelerated. In order to understand this birth trend, an ecological framework which considers multiple aspects of the lives of teenage mothers is presented here. The study, which uses the National Education Longitudinal Study of 1988 (NELS:88), identifies characteristics measured at the family, individual, and school levels and which are associated with positive educational outcomes. The models suggest some buffering factors associated with positive educational outcomes among school-age mothers; the data indicate that 49.4 percent of teen mothers had dropped out by the equivalent of the twelfth grade. The main family background characteristics that the models revealed included race ethnicity (African-American teen mothers are more likely to be enrolled in high school or in an alternative program than are whites); family structure (living with two biological parents in eighth grade is associated with a greater likelihood of staying in school); and location (mothers in the eighth grade in central city schools or in the South were less likely to be enrolled in school than to drop out of school). Models describe different characteristics of mothers in school, in an alternative program, out of school, and a control group. (EMK)

ED 417 359 CG 028 305

Chambliss, Catherine
Educating Future Therapists about the Controversy Surrounding Managed Behavioral Healthcare.
PUB DATE- 98
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Cost Effectiveness; Counselors; *Criticism; *Delivery Systems; *Health Care Costs; *Health Maintenance Organizations; Health Services; *Medical Care Evaluation; Mental Health; Mental Health Programs; *Mental Health Workers; Psychologists
IDENTIFIERS- Professionalism; *Social Health Maintenance Organizations

The mental health care delivery system is undergoing a metamorphosis of unprecedented proportion as managed care covers more and more patients. This dramatic change has its critics (many mental health professionals) and its enthusiastics (the managed behavioral health care companies). Some of these issues are presented in this paper. There is widespread concern that managed care may be applied to the treatment of the mentally ill and substance abusers in ways that neglect the special needs of these populations. The topics

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Reports - Research/Technical (143)
DESCRIPTORS- Art Activities; Classroom Research; Classroom Techniques; Comparative Analysis; *Dramatics; Kindergarten Children; *Learning Strategies; Pantomime; Primary Education; Puppetry; Reading Research; Role Playing; *Story Telling
IDENTIFIERS- Drama in Education; *Retelling; Secaucus Township School District NJ; *Story Comprehension

A study examined two different methods used to increase story comprehension. These methods were implemented using two kindergarten classes from the Secaucus New Jersey Public School District during a 4-week instructional period. The students from one classroom listened to stories proceeded by dramatization. Retelling techniques used were role playing, puppet theater, flannelboard, and pantomiming. The other sample had the same stories orally read to them, however, these were followed by teacher instruction and an art activity related to the story. Both groups were then given reduced photocopies of the main parts of the story and asked to put these sequencing strips in correct order by gluing them onto construction paper. Results indicated that those students who used dramatization had greater comprehension. Findings suggest (by a significant 21.35-point difference) that children who reenact a story become more emotionally involved and therefore more interested. (Contains a table of data and 18 references; a list of related literature is appended.) (Author/CR)

ED 417 378 CS 013 099

Fendrick, Hermine
Gender Differences in Attitude toward Reading in a Sample of the Jewish Community.
PUB DATE- 98
NOTE- 42p.; M.A. Research Project, Kean University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Reports - Research/Technical (143)
DESCRIPTORS- Attitude Measures; *Jews; *Reading Attitudes; Reading Research; *Sex Differences; *Sex Role; Social Influences
IDENTIFIERS- *Gender Issues; Group Attitudes

Reading attitude has been of great concern since the 1960s. A sex-appropriate attitude toward reading can help learners become effective readers. A study compared the sex differences in attitudes toward reading among seven different Jewish groups. The groups included university students and adults from Reform, Conservative, and Orthodox denominations. The present investigation used the Mazurkiewicz Masculine/Feminine Attitude Inventory (1960) to survey the reading attitudes of the 208 participants. Results showed that 87% of the women viewed reading as sex appropriate, while only 48% of the men viewed it as sex appropriate. Results indicated that, compared to previous populations surveyed, more Jewish men viewed reading as sex appropriate. However, there was still a significant difference between the sexes regarding attitude toward reading. (Contains 2 tables of data and 35 references. Appendixes contain a glossary of related definitions, an additional table of raw data, and the survey inventory used.) (Author/NKA)

ED 417 379 CS 013 106

Ediger, Marlow

Reading Conference (47th, Scottsdale, AZ, December 3-6, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Context Clues; Foreign Countries; Grade 4; *Instructional Effectiveness; Intermediate Grades; *Reading Comprehension; *Reading Improvement; Reading Research; *Reading Strategies; Remedial Reading
IDENTIFIERS- Netherlands

A study examined the effectiveness of a training program in deriving word meanings through morphological analysis and from context. Subjects were 31 fourth-grade average and poor readers from 8 Dutch elementary schools. Four groups of students were assigned to the experimental group and four groups were assigned to the control group. The experimental group received 12 lessons of 45 minutes each, twice a week. The training groups consisted of average and poor reading comprehenders, so that the average readers could be a model for the poor readers. Pre- and post-tests measured students' skills of word meaning derivation and general reading comprehension skills. Results indicated that students who received the training strategies to derive word meanings were able to use the strategies in reading texts, but a transfer effect to more general reading comprehension was not found to occur. Findings suggest that a training program that focuses on word meaning derivation strategies is a helpful tool for the remediation of poor readers' problems with reading a text. (Contains 12 references and a table of data.) (RS)

ED 417 399 CS 013 138

Dugan, JoAnn R.; Foote, Martha M.; Sampson, Mary Beth; Linek, Wayne M.; Fleener, Charlene E.
The Why behind the What: Preservice Teachers' Rationale for Strategies Selected and Taught in Field-Based Teaching Lessons.
PUB DATE- 97
NOTE- 40p.; Paper presented at the Annual Meeting of the National Reading Conference (Scottsdale, AZ, December 3-6, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Techniques; Elementary Secondary Education; Higher Education; *Knowledge Base for Teaching; Preservice Teacher Education; *Preservice Teachers; Teacher Competencies; *Teaching Methods; Teaching Skills; Teaching Styles
IDENTIFIERS- Field Based Programs; *Strategy Choice; Teaching Research

This qualitative investigation examined the strategy knowledge of preservice teachers in a field-based program. Subjects were 24 preservice teachers in a field-based program. Recursive analyses of their field teaching lessons and post lesson interviews revealed a continuum of strategy awareness ranging from limited to metacognitive levels. First semester interns were found to be more procedural and skill-oriented in their implementation than were second semester residents. Generally the preservice teachers were familiar with and used a repertoire of strategies that included reading strategies and general instructional strategies as well as instructional approaches and ways of organizing instruction. Recursive analyses of preservice teachers' reasons for selecting and using particular strategies revealed that the residents'

D. Murray, Jr.); "Comparing Sophocles to Aeschylus" (Edith Hamilton); ""How Sophocles Viewed and Portrayed the Gods" (Herbert J. Muller); "In Sophoclean Tragedy, Humans Create Their Own Fate" (Frank B. Jevons); "Sophocles' Invention of the Third Actor Widened the Scope of Drama" (H.D.F. Kitto); "Sophocles' Many Uses of the Chorus" (G.M. Kirkwood); "Sophocles' Comic Relief: The Satyr Plays" (William Nickerson Bates); "The Oedipus Legend" (Bernard M.W. Knox); "An Overview of 'Oedipus the King'" (Sheldon Cheney); "Oedipus Endures the Test of Time" (Charles R. Walker); "A Great Translator's Reflections on "Oedipus the King'" (Gilbert Murray); "The Oedipus Complex: A Theory under Fire" (Bruce Bower); "Ajax: Lonely Hero of a Bygone Age" (Bernard M.W. Knox); "Sophocles Is Interpreted in Black Gospel Music" (Mimi Kramer); "An Opera Version of 'Oedipus the King'" (Arthur Holmberg); "Sophocles on Film" (Jon Solomon); and "'Oedipus at Colonus' Is a Statement of Hope" (Robert Fitzgerald). (NKA)

ED 417 420 CS 216 258

Bode, Carl
Highlights of American Literature.
PUB DATE- 95
NOTE- 291p.; "First published 1981; this edition reprinted 1995."
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Authors; Discussion (Teaching Technique); English (Second Language); Literary History; Literary Styles; *Novels; *Poetry; Questioning Techniques; *Reading Materials; Secondary Education; *United States Literature
IDENTIFIERS- Historical Background

Intended for high-intermediate/advanced level students of English as a foreign language, this book contains selections from the wide range of American literature, from its beginnings to the modern period. Each section begins with a general introduction to the literary period, and then presents essays about individual authors, selections from the author's writings, discussion questions at the end of each prose selection or group of poems, and discussion questions at the end of each chapter. The "National Beginnings" section discusses Benjamin Franklin, Washington Irving, James Fenimore Cooper, Philip Freneau, William Cullen Bryant, Edgar Allan Poe, and Nathaniel Hawthorne. The "Romanticism and Reason" section discusses Ralph Waldo Emerson, Henry David Thoreau, Herman Melville, Henry Wadsworth Longfellow, Walt Whitman, Emily Dickinson, Mark Twain, Stephen Crane, and Henry James. "The American Short Story: 19th Century Developments" section discusses Ambrose Bierce, Stephen Crane, Edgar Allan Poe, and Frank R. Stockton. The "Realism and Reaction" section discusses Theodore Dreiser, Edwin Arlington Robinson, Carl Sandburg, Sinclair Lewis, Henry L. Mencken, F. Scott Fitzgerald, and John Steinbeck. The "Modern Voices in Prose and Poetry" section discusses Ernest Hemingway, William Faulkner, Robert Frost, Archibald Macleish, William Carlos Williams, Langston Hughes, Katherine Ann Porter, Saul Bellow, Ralph Ellison, Robert Lowell, Theodore Roethke, Randall Jarrell, and James Wright. The "Modern American Drama" section presents two short plays: "Return to Dust" (George Bamber) and "The Other Player" (Owen G. Arno). Suggestions to the teacher conclude the book. (RS) are noticeable common trends which often translate into capital and unify a majority of the campus. Products (clothing, cars, stereos, TVs) represent symbolic capital: J. Crew, Patagonia, Range Rover, all make a statement about the persons who own them, and connect a large population (community) at Hamilton. Where the community aspect seems to negate itself is that power remains with the Trustees and the President, not with the students who make up the majority of the community. Hamilton College fits the lexical definition of "community," but the term is thrown around often in official documents making it difficult to know where the limits are. The residence halls function in a hierarchy of importance and hold members of the general community and many in-group members who have their own speech habits and special language, "in-group talk." Community is, from the students' point of view, something which occurs naturally and even without the guidance of administrators or employees like Resident Advisors (RAs). (NKA)

ED 417 440 CS 509 779

Higgins, Mary Anne
Overcoming Communication Obstacles through Films in the Classroom.
PUB DATE- 97
NOTE- 8p.; Paper presented at the Annual Meeting of the National Communication Association (83rd, Chicago, IL, November 19-23, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Audience Response; Characterization; *Communication Problems; *Cultural Differences; Discussion (Teaching Technique); *Films; Higher Education; Identification (Psychology); Instructional Effectiveness; *Interpersonal Communication
IDENTIFIERS- *Film Viewing

C.M. Condit (1986) has pointed out that audiences regard characterizations as the most salient feature of any text. The power of identification or "the result of all the components in the rhetorical act" (K. Burke, 1945, 1950) is compelling. The power generated by viewers' responses to character-centered films can be harnessed in the classroom to overcome communication obstacles. For instance, students often minimize the role that sociocultural differences play in interpersonal communication processes. That attitude may change while watching "Dances with Wolves" or "Secrets and Lies." The students' identification with the film's key characters makes it difficult for them to dismiss the devastating consequences of social stereotypes and cultural clashes. In addition to the concept of identification, the medium itself helps students overcome communication obstacles. Because discussions focus on the behaviors of characters in the film instead of people in the classroom, they are less likely to trigger defensive reactions. The films' settings provide a common, but neutral, ground for discussion. Through character-centered films, students recognize how human reactions to human differences create communication obstacles. By looking through the film camera's lens, students can also see that the similarities among people are just as numerous as the differences. (An appendix list 16 character-centered films.) (NKA)

ED 417 441 CS 509 781

Allen, Mike; Tollefson, Michael

Elementary Secondary Education; Instructional Student Costs; *School Effectiveness; *School Funds; School Restructuring
IDENTIFIERS- *Nevada

Unlike many proposed educational reforms in the United States, charter schools enjoy support from policymakers across the political spectrum, making such schools a major focus of public school reform among educators and legislators. The origin of charter schools and how these schools are affecting education is the subject of this background paper. It defines what charter schools are, from the idea's inception in the state of Minnesota, to the characteristics of charter schools. The paper presents arguments for and against these schools and examines the key financing issues confronting those who wish to start charter schools. A case study of charter school legislation in Nevada is presented to illustrate the process for one state. Research indicates that the two most important issues facing policymakers in this area are whether private schools should be allowed to convert to charter status, and thereby receive public money, and whether charter schools can meet community expectations while being held to state-set student performance levels. Such schools can afford educators the opportunity for freedom and innovation in teaching and school management but can present governance and oversight problems for local school districts and other sponsors. (Contains 10 references and an appendix.) (RJM)

ED 417 459   EA 028 862

Sturm, H. Pepper
Nevada's Class-Size Reduction Program. Nevada Revised Statutes 388.700-388.730: "Program To Reduce the Pupil-Teacher Ratio." Background Paper 97-7.
PUB DATE- 97
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Class Size; *Classroom Environment; Educational Change; Educational Environment; *Educational Innovation; Elementary Education; *School Effectiveness; School Restructuring; Small Classes; *Teacher Student Ratio
IDENTIFIERS- Class Size Reduction; *Nevada

In 1989, the Nevada Legislature enacted the Class-Size Reduction (CSR) Act. The measure was designed to reduce the pupil-teacher ratio in the public schools, particularly in the earliest grades. The program was scheduled to proceed in several phases. The first step reduced the student-teacher ratio in selected kindergartens and first grade classes for 1990-1991 school years. The second step was designed to improve the second grade ratios; the 1991 Legislature made funds available for reducing the ratios to 16 to 1. The third grade phase was delayed until the 1996-97 fiscal year. Program costs are detailed, broken down by grade level, and the classroom configurations that have been employed are also described. Initial evaluation of the CSR program indicates that educators and parents were positive in their attitudes toward class-size reduction and that school districts reported fewer special education referrals. No exceptional results in achievement scores were reported. Subsequent studies of the program also produced mixed results, which it is believed reflect different teaching styles, maturity of students, and other factors. Special analysis of the program's impact on special-education referrals and grade retention are provided. (RJM)

District (2nd, San Antonio, TX, April 5, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Decentralization; Decision Making; *Educational Objectives; Educational Strategies; Elementary Secondary Education; Participative Decision Making; School Administration; *School Based Management; School Organization; *School Supervision
IDENTIFIERS- *Texas

This paper addresses briefly the responsibilities which site-based decision-making (S-B D-M) imply and presents the many opportunities to innovate collaboratively as a way to achieve greater professionalism. Texas' Senate Bill 1 (199) and House Bill 2885 (1991) set into motion two important aspects of educational reform, the decentralization of the Texas Education Agency's supervisory/compliance power to permit greater flexibility to response at the local level, and the authorization for local education agencies to conduct site-based management. As with any educational innovation, S-B D-M requires training effort, and time to implement well. Some schools who rushed into S-B D-M assumed that they could do whatever they wanted, while other schools merely allowed the principal to dominate the work of classroom teachers. The essence of S-B D-M is school-level autonomy plus participating decision-making. Minimally the site plan must include: collaborative goal setting; curriculum; staffing; budget development; program implementation; and evaluation. S-B D-M is not a panacea, but it is an attempt to reform and improve education for creating empowered and collaborative groups of reflective practitioners in the schools. (Author/RJM)

ED 417 481 EA 028 943

Karr-Kidwell, P. J.
Improving the "Quality of Life" in School and Business Organizations: Historical and Contemporary Trends.
PUB DATE- 98
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Decision Making; Educational Administration; *Educational Objectives; *Educational Trends; Elementary Secondary Education; Participative Decision Making; School Administration; School Organization; *School Supervision

Numerous attempts have been made to improve the effectiveness of decision-making in organizational settings. Some of the historical and contemporary organizational trends regarding these efforts, both in business and in school settings, are presented in this paper. The focus is on the related expectations and outcomes that are evident in diverse organizational settings. Some of the past trends include management by objectives; job satisfaction; factors in effective organizations, such as job enrichment; and productivity that is linked to human relations. Some of the current trends in decision-making entail the notion of "a community of leaders," increased empowerment for employees, a heightened sense of ownership that engages employees in decisions, the role of school leadership in decision-making, the use of cognitive-coaching and clinical-supervision models, effective communication that increases worker empowerment,

*Federal Government; Federal Legislation; *Federal Programs; Financial Support; *Government Role; Public Agencies; Rehabilitation; *Special Education; Technological Advancement; *Vocational Rehabilitation
IDENTIFIERS- Individuals with Disabilities Education Act; National Institute on Disability Rehab Research; *Office of Special Educ Rehabilitative Services; Office of Special Education Programs; Rehabilitation Services Administration

This brochure provides an overview of programs and services of the components of the U.S. Department of Education's Office of Special Education and Rehabilitative Services. First it describes services of the Office of Special Education Programs in implementing the Individuals with Disabilities Education Act, especially the Parent Training and Information Centers, and the Office's assistance to the states in developing early identification and professional development programs. Next, it looks at activities of the Rehabilitation Services Administration to support state vocational rehabilitation programs, independent living centers, and programs to train and place people with disabilities in jobs. Finally, research and technology activities of the National Institute on Disability and Rehabilitation Research and the Office of Special Education Programs are noted, such as development of an idea book for adaptive parenting equipment, work to improve computer accessibility, and research on the use of technology in education. Case studies illustrate how individuals have been positively affected by these government programs. (DB)

ED 417 501 EC 306 242

Burnette, Jane
Reducing the Disproportionate Representation of Minority Students in Special Education. ERIC/OSEP Digest #E566.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 98
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Cultural Differences; *Disabilities; *Disability Identification; Educational Environment; Elementary Secondary Education; Government Role; Incidence; *Minority Groups; Prereferral Intervention; Racial Factors; Referral; *Special Education; Student Evaluation; *Student Placement
IDENTIFIERS- *Disproportionate Representation (Spec Educ); ERIC Digests; Office for Civil Rights; Office of Special Education Programs

This digest summarizes the problem of over-representation of minority students in special education and offers suggestions to reduce this disproportionate representation. It notes concerns of the Office of Special Education Programs (OSEP) and the Office for Civil Rights (OCR) that minority students are being misclassified and receiving inappropriate services and/or discriminatory placement in special education. Suggestions for reducing over-representation focus on creating a successful school environment for all students and distinguishing disabilities from cultural differences. Specific suggestions are offered for promoting family involvement, making the general education classroom conducive to success for all children, increasing the accuracy of referral and evaluation, providing appropriate special education services, and strategies related to state and local levels, strategies related to job design, and strategies for administrators and principals; "Educational Interpreters--A Brief Look at the Issues" (Daniel Burch), which discusses the lack of licensure standards for educational interpreters; "My Experiences as an NCPSE Recruiter" (Teresa Knipstein); and "NCPSE Activities Focus upon Educators with Disabilities," which identifies NCPSE projects that are designed to provide resources to persons with disabilities who are interested in careers in special education. (CR)

ED 417 520 EC 306 262

Hollingsworth, Patricia
The Center for Arts and Sciences, Tulsa, Oklahoma. Final Performance Report for Javits Grant.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 96
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Ability Identification; *Art Education; Creativity; Disadvantaged Youth; Drama; Early Childhood Education; *Early Intervention; Economically Disadvantaged; *Gifted; *Inservice Teacher Education; *Institutes (Training Programs); Minority Group Children; Postsecondary Education; Rural Areas; Summer Programs; *Talent; Workshops

This final report describes activities and accomplishments of the Center for Arts and Sciences in Tulsa, Oklahoma, a program designed to bring early intervention services to young, rural, economically disadvantaged, and/or minority gifted students through a series of year-long teacher training events that also included involvement with parents, administrators, and students of teachers in the program. Major activities included: (1) a summer workshop for teachers; (2) a summer practicum for teachers and students; (3) fall convention for teachers, parents, and administrators; (4) the winter drama festival, which included teachers, students, administrators, and parents; and (5) the spring creative producers' convention, which included teachers, students, administrators, and parents. In addition, teachers had several months of independent study prior to the summer workshop and practicum. Following the summer workshop, teachers implemented the active interdisciplinary curriculum in their classrooms, which resulted in original student plays and other products that were performed or exhibited at the arts festivals. Project dissemination activities included 180 inservice presentations in Oklahoma, 8 presentations at international and national conventions, 8 presentations at state conventions, and 3 at summer institutes. (DB)

ED 417 521 EC 306 263

Mohammed, Natasha
The Preventive Approach to Special Education as Applied to Gifted Exceptionality: A Focus on Assessment.
PUB DATE- 98
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)

from memory representation of faces and world data tests to the use of cognitive skills required to produce dreams. In the sleep studies, the recall of substantive material from REM (rapid eye movement) sleep arousals varied positively with IQ level. But the difference between working and sleep hemispheric ratios was a greater equalization of hemispheric activities during sleep instead of the expected increase in the right hemisphere. The main difference between children with superior IQs and normal controls was that the gifted children slept longer. In the cognitive skills tests during the natural cognitive state at the baseline level, the mathematically talented subjects showed more activation in the left hemisphere than the right hemisphere, suggesting that the right hemisphere of the intellectually precocious child does not become more actively engaged during cognitive processing. (Contains 15 references.) (DB)

ED 417 539 EC 306 282

Falk-Ross, Francine
Classroom-Based Language Remediation Programs: Roles, Routines, and Reflections.
PUB DATE- 96
NOTE- 21p.; Paper presented at the Annual Convention of the Illinois Speech-Language-Hearing Association (36th, February 23, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Classroom Environment; *Classroom Techniques; Elementary Education; Ethnography; Interpersonal Relationship; Intervention; *Language Impairments; *Regular and Special Education Relationship; *Remedial Instruction; Speech Language Pathology; *Teacher Collaboration; Teamwork

A study of a primarily classroom-based language remediation program for three boys (in grades 1, 2, and 4) is reported in terms of the member roles and linguistic routines that were modified as the school year progressed. The student selection was based on the noticeable language difficulties they exhibited in classroom discourse and the effect these problems had on their social participation in class. The remediation program consisted of initial resource room meetings, twice weekly interactive in-classroom visits by the language specialist to support language efforts, and occasional pull-asides (individual conference meetings) in or near the classroom. Collaborative consultation with the teachers varied among the three classrooms. Issues concerning classroom organization and teacher collaboration are discussed. The importance of classroom-based language assessment and instruction is stressed, as is the need for shifting the primary responsibility for special language intervention from the special educator alone to a shared collaboration of teacher, child, and language specialist. (Contains 20 references.) (DB)

ED 417 540 EC 306 283

Kaye, H. Stephen
Disability Watch: The Status of People with Disabilities in the United States.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.

with disabilities and improving the educational results for these children. The Studies and Evaluation projects are designed to assess the effectiveness of state and local efforts to provide a free appropriate education to children with disabilities and to provide early intervention services to infants and toddlers with disabilities or those at risk of developmental delays. The approximately 500 projects described are grouped by funding competitions and include information on grant number, title, project director, beginning and ending dates, and contact information. An abstract usually describes the project's purpose, proposed method, and proposed products. Four indexes are provided: a project director index, an organization index, a state index, and a subject index. (DB)

ED 417 557 EC 306 304

Orkwis, Ray; DeCarme, Judi; Glover, Jeanne
Discretionary Projects Supported by the Office of Special Education Programs under the Individuals with Disabilities Education Act, Fiscal Year 1997: Personnel Preparation.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 98
NOTE- 409p.; For earlier edition, see ED 404 807; for all five volumes of the directory, see EC 306 303-307.
LANGUAGE- English
EDRS Price- MF01/PC17 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Ancillary School Services; *Disabilities; Educational Innovation; Educational Practices; Elementary Secondary Education; Federal Legislation; Federal Programs; Grants; Inservice Teacher Education; Knowledge Base for Teaching; Professional Development; Program Descriptions; Research and Development; Special Education; *Special Education Teachers; *Staff Development; State Programs; Teacher Education; Theory Practice Relationship
IDENTIFIERS- *Office of Special Education Programs

The five-volume directory describes more than 1,200 discretionary grants and contracts supported by the Research to Practice Division of the Office of Special Education Programs. The projects are grouped into sections representing the seven program areas of the Individuals with Disabilities Education Act (IDEA) Amendments (1997), Part D. This volume, the second of the directory, describes projects concerning personnel preparation. These projects are designed to help address state-identified needs for qualified personnel to work with children with disabilities in special and regular education, related services, and early intervention. Emphasis is on training in practices that have been determined through research and experience to be successful. The approximately 600 projects are grouped by funding competitions and include information on grant number, title, project director, beginning and ending dates, and contact information. An abstract usually describes the project's purpose, proposed method, and proposed products. Four indexes are provided: a project director index, an organization index, a state index, and a subject index. (DB)

ED 417 558 EC 306 305

Orkwis, Ray; DeCarme, Judi; Glover, Jeanne
Discretionary Projects Supported by the Office of Special Education Programs under the Individuals with Disabilities Education Act, Fiscal Year 1997: Technical Assistance, Dissemination, and Parent Training.

DC. Early Education Program for Children with Disabilities.
PUB DATE- 98
NOTE- 73p.; In: Early Education Program for Children with Multiple Disabilities; see EC 306 317.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Communication Skills; *Cultural Awareness; Cultural Context; *Early Intervention; Educational Strategies; *Family Involvement; Family Programs; Home Instruction; Home Programs; Infants; Inservice Education; Instructional Materials; *Interpersonal Competence; Learning Modules; *Multiple Disabilities; Parent Participation; Postsecondary Education; Preschool Children; Preschool Education; Professional Development; Role Playing; Severe Disabilities; Skill Development; Toddlers; Training Methods
IDENTIFIERS- Individuals with Disabilities Education Act Part H; Mississippi

This training module on embedding intervention targets into caregiving routines and other activities of the families' choice is from the Mississippi Early Education Program for Children with Multiple Disabilities, a program designed to train Individuals with Disabilities Education Act Part H service coordinators and service providers to use family centered strategies. Objectives of the training include teaching practitioners to: (1) identify examples of cultural variability; (2) identify their own behaviors related to the inclusion of families in the intervention process; (3) demonstrate positive communication skills by role playing a family situation; (4) demonstrate knowledge and skills in defining the critical features of a child's physical and social environment; (5) demonstrate knowledge in developing functional, integrated goals and objectives across skills and routines/activities; and (6) demonstrate an understanding of how to assist families/caregivers to utilize interactional processes throughout routines and to identify and implement critical skills embedded within the routine. Strategies for communication across cultures are provided and include observing and determining the meaning of nonverbal communication, allowing the family to speak in their native language, and using visual forms to explain information. Included in the module are pretest and posttest forms, seven activities to illustrate concepts, and sample forms. Transparencies summarizing key information are also provided. (CR)

ED 417 576 EC 306 323

BRIDGES: Bringing Resources, Inclusion, and Developmentally Appropriate Gains to Every Child in Mississippi: List of Resources.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC. Early Education Program for Children with Disabilities.
PUB DATE- 98
NOTE- 58p.; In: Early Education Program for Children with Multiple Disabilities; see EC 306 317.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations)

Consider the Library and Books?" (Stephen Krashen); (2) "Supporting Spanish Language Literacy: Latino Children and School and Community Libraries" (Sandra Pucci); (3) "'I Did Not Know You Could Get Such Things There!': Secondary ESL Students' Understanding, Use and Beliefs Concerning the School and Public Library" (Rebecca Constantino); (4) "Urban Libraries Confront Linguistic Minorities: Programs that Work" (Stephanie Asch); (5) "Impact of School/Library Partnership on a Linguistic Minority Community" (Sharon Honig-Bear, Sally Kinsey); (6) "Providing Pleasure Reading Material to Adult Immigrants: The Effects on Reading Behaviors and Second Language Acquisition" (Kyung-Sook Cho); (7) "Using SSR in the Secondary ESL Classroom: A Powerful Way To Increase Comprehension and Develop Positive Attitudes Toward Reading" (Janice Pilgreen, Barry Gribbons); (8) "'Maestro, Can We Go to the Library Today?' The Role of the School Library in the Improvement of Reading Attitudes and Achievement Among Bilingual Elementary Students" (Daniel Brassell); (9) "Tierra Fertil: Making the Soil Rich for Discussion for Young Children in Spanish" (Julia Fournier, Cecilia Espinosa); (10) "Changing Reading Attitudes: The Power of Bringing Books into the Classroom" (Lucy Tse, Jeff McQuillan); (11) "Literature Based Programs for First Language Development: Giving Native Bilinguals Access to Books" (McQuillan, Victoria Rodrigo); and (12) "Libraries, Books, Attitudes, and Tests...Case Studies" (Fay Shin, Donald Singleton, Erika Seeman). (MSE)

ED 417 596   FL 025 118

Anstrom, Kris
Academic Achievement for Secondary Language Minority Students: Standards, Measures, and Promising Practices.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- 97
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; *Academic Standards; College Faculty; *English (Second Language); Evaluation Criteria; Evaluation Methods; *High Schools; Language Arts; *Language Minorities; Language Proficiency; *Limited English Speaking; Literacy; Mathematics Instruction; Science Instruction; Secondary Education; Social Studies; Student Evaluation; Teacher Attitudes; Team Teaching
IDENTIFIERS- *Content Area Teaching

This study investigated what is known about content area instruction for linguistically and culturally diverse learners (LCDLs) in mainstream social studies, mathematics, science, and language arts classes. A review of recent literature looked at three major areas: (1) the theory and practice of standards for this group; (2) theory and practice of measures of achievement, proficiency, and/or academic literacy; and (3) promising practices in content area instruction. The study also included interviews with university education faculty to determine current issues and effective practices within the various subject areas, and site visits to a suburban high school that had implemented a team approach to working with language minority students in mainstream classrooms. Some classroom observations are presented as vignettes. Contains 52 references. (MSE)

Instruction; *Sentence Structure; Syntax; *Vocabulary Development
IDENTIFIERS- *Comparison Process

A checklist for teachers of English as a Second Language who are teaching the expression of comparisons is presented. It is intended to assist in the systematic classroom presentation of features of comparison, with adaptation for any proficiency level. Broadly, it addresses how both the units being compared and the points of comparison need to be treated. More specifically, it addresses the treatment of syntactic, lexical, arrangement, rhetorical, and logical features of the comparison. Notes on the usage of these features, and the kinds of problems students often have with them, are presented alongside the teaching information. A student handout and sample class exercises are included. (MSE) (Adjunct ERIC Clearinghouse for ESL Literacy Education)

ED 417 616 FL 801 219

Nishi, Jean; Sison, Verna
Practical Classroom Assessment: A Resource Manual.
SPONS. AGENCY- Washington State Board for Community and Technical Colleges, Olympia.
PUB DATE- 95
NOTE- 111p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Classroom Techniques; Community Colleges; Computation; *Daily Living Skills; *English (Second Language); *Language Skills; Language Tests; Listening Skills; *Literacy Education; Minimum Competency Testing; Reading Skills; Records (Forms); Second Language Instruction; Speech Skills; *Student Evaluation; Writing Skills

This manual is designed to assist English-as-a-Second-Language (ESL) teachers in adult basic education programs in assessing and documenting student progress. It is organized into five sections according to skill areas: reading; writing; speaking; listening; and computation. Each section includes a list of core competencies, a list of assessment strategies and tools, a set of forms, and instructions for their use. Competencies are based on practical needs and daily living skills. Samples of assessment tools from a variety of sources are also appended. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 417 617 HE 031 046

Greene, Bernard; Meek, Anne
Distance Education in Higher Education Institutions: Incidence, Audiences, and Plans To Expand. Issue Brief.
PUB DATE- 98
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Audiovisual Communications; *Computer Oriented Programs; *Distance Education; *Educational Technology; Geographic Regions; Higher Education; Institutional Characteristics; *Interactive Video; Media Selection; *National Surveys; Private Colleges; State Colleges; Student Characteristics; Trend Analysis

A national survey of distance education courses offered by higher and implementation strategies of the University of Connecticut, Rensselaer Polytechnic Institute (New York), the Oregon State System of Higher Education, University of Michigan, University of Miami (Florida), University of Maryland, Louisiana State University, and Jefferson County (Colorado) School District), and address the Canadian situation, looking at such issues as institutional funding history, support from the institution's administration and from state officials, institutional autonomy, the planning process, strategies for eliminating the deferred maintenance backlog, and capital improvement plans. (Contains 56 references.) (MSE)

ED 417 635 HE 031 087

Rush, Sean C.; Johnson, Sandra L.
The Decaying American Campus: A Ticking Time Bomb. A Joint Report.
PUB DATE- 89
NOTE- 219p.; Foreword by Harvey H. Kaiser.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Campus Planning; College Administration; *College Buildings; Facility Expansion; *Facility Improvement; *Facility Planning; Higher Education; Institutional Characteristics; Liberal Arts; Medical Schools; National Surveys; Research Universities; Two Year Colleges; Universities
IDENTIFIERS- *Deferred Maintenance

This study investigated the capital renewal and deferred maintenance needs of colleges and universities in the United States. An introductory chapter gives an overview of campus change and facilities planning since 1950, including the rapid and extensive growth of college and university facilities and the convergence of various factors that have placed stress on institutional operating budgets. This chapter also outlines the methodology of the study survey of almost 700 diverse institutions. The second chapter summarizes findings concerning facility conditions: Since 1950 college and university facility space has more than quintupled, and institutions would have to invest about $300 billion today to construct the same space; current capital renewal and replacement needs are estimated at $60 billion, with priority repairs and renovations requiring about $20.5 billion; in 1988 colleges and universities deferred four dollars of maintenance for every dollar spent, with classroom, laboratory, and library space cited most frequently as priorities; most institutions rely primarily on tax-exempt bonds and state funding to finance capital needs. The third chapter draws conclusions and implications, and the fourth presents profiles of needs, plans, and funding by institution type. Chapter 5 contains technical notes. A list of suggested readings is offered in chapter 6. A glossary of terms is included in chapter 7. (Contains 100 references.) (MSE)

ED 417 636 HE 031 088

Williams, Geoffrey J.; Willson, Sandra J.
What Are Universities For? St. Catharine's/Glaxo Wellcome Conference (Windsor, England, United Kingdom, November 1997). Conference Report No. 61.
PUB DATE- 97
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)

ED 417 653 HE 031 106

Steen, Sara J., Ed.
Academic Year Abroad, 1998/99. The Most Complete Guide to Planning Academic Year Study Abroad.
PUB DATE- 98
NOTE- 740p.; For previous edition, see ED 405 757.
LANGUAGE- English
EDRS Price- MF04/PC30 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- College Students; Colleges; Eligibility; Exchange Programs; Foreign Countries; Higher Education; *International Educational Exchange; *International Programs; Program Content; Program Descriptions; Student Costs; *Student Exchange Programs; *Study Abroad; Universities
IDENTIFIERS- Institute of International Education NY; Program Characteristics

This guide provides descriptions of 2,491 study-abroad programs that take place during the academic year (usually September through June), and that are at least one academic quarter in length (usually 8 to 10 weeks). Introductory sections provide information on the Institute of International Education (IIE), IIE publications, the use of the guide, planning study abroad, and 78 publications and 34 websites on study and research abroad and funding opportunities. The majority of the guide consists of individual program descriptions, arranged geographically by region and country. In addition to specific country and city listing, there is a "worldwide" section for programs that are active in more than one world region. Each listing provides information on program sponsor, name of the program, program site, dates, subjects of study and opportunities to learn foreign languages, eligibility, credit, instructional methods and language(s) of instruction, costs, housing, deadline, other information, and contact point. Programs are indexed by program sponsor, consortia, field of study, special options, cost, and duration. A brief article, "How to Read Study-Abroad Literature," by Lily von Klemperer is included, along with statistics on study abroad. (SW)

ED 417 654 HE 031 107

Gregory, Sheila T.
Black Women in the Academy: The Secrets to Success and Achievement.
PUB DATE- 95
NOTE- 163p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- Black Achievement; Black Employment; Black Family; Black Leadership; *Black Teachers; Career Choice; *College Faculty; Community Influence; Doctoral Degrees; *Faculty Promotion; Females; High Achievement; Higher Education; Job Satisfaction; *Professional Development; Sex Role; Success; *Teacher Persistence; Tenure; *Women Faculty

This book presents selected historical data focusing on three aspects in the lives of Black women: resilience of Black women and their families; strengths of the Black church and community; and formidable gains made by Black women in the

*Governance; Higher Education; *Participative Decision Making; Professional Development; Teacher Administrator Relationship
IDENTIFIERS- *Mississippi State University

This paper describes the establishment of shared governance in the College of Education at Mississippi State University, and the transformation of a dean's advisory council into a representative council with an expanding role. Emphasis is on the importance of defining the faculty council's role, its constituencies, its assessment procedures, and its Relationship to the dean. Goals to guide its work during the second year include: (1) determining a fair formula for allocating resources; (2) studying revisions in tenure and promotion guidelines and recommend a faculty position; (3) reviewing the required core courses of study in relation to curriculum congruence and instructional quality; and (4) shaping the organizational culture through displays recognizing faculty accomplishments. Advantages of the site-based council are seen to include determining short- and long-range interests and needs of faculty, articulating expectations, developing goals, establishing standards for review of proposed administrative actions (curricula, budgets, and staffing), improving interdepartmental communications, and allocating resources fairly. Appended are: the council's guidelines, results of a faculty survey, and a council meeting agenda. (BF)

ED 417 673   HE 031 129

Madden, Margaret E.
Managing a Small Cat House, or, Applications of Feminist Social Psychology to Academic Administration in Small Colleges
PUB DATE- 97
NOTE- 7p.; Paper presented at the Annual Meeting of the American Psychological Association,(105th Chicago, IL, August 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Effectiveness; Administrator Role; Advisory Committees; Change Agents; College Administration; *College Environment; College Faculty; Decision Making; Faculty; *Faculty College Relationship; Feminism; *Feminist Criticism; Higher Education; *Leadership Styles; Management Systems; *Participative Decision Making; *Small Colleges; Teacher Administrator Relationship

This paper discusses management strategies based on feminist social psychological principles, applies them to the administration of small colleges, and suggests their effectiveness for dealing with intelligent and independent faculty members. The principles cited are: (1) individuals are located in a sociological context that creates differences in perspectives; (2) peoples' perspectives are a function of their power in a sociocultural structure; (3) people are active agents who use diverse behaviors and strategies to cope and grow; (4) multiple perspectives are more useful than dichotomous ones; and (5) connection is the basis for human interaction and collaboration. The management strategies derived from these principles include: analyze social context to focus on structural change rather than on individual behavior; avoid attributions to individual personalities; be aware of environmental stresses which may produce dysfunctional behaviors; avoid oversimplification and false dichotomies; and

Collins, Terence
Arts Internships as Transition.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 94
NOTE- 320p.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Aspiration; *Black Students; College Bound Students; College Preparation; Cooperative Programs; *High Risk Students; High Schools; Higher Education; Internship Programs; Participant Satisfaction; Program Effectiveness; School Community Relationship; Student Attitudes; *Theater Arts; *Transitional Programs
IDENTIFIERS- African Americans; *University of Minnesota

This final report describes activities and accomplishments of a 3-year project at the University of Minnesota to develop a transition program emphasizing theater for high school students "at risk" for not continuing their education. Students participated in paid internships at the Penumbra Theater, Minnesota's only African-American professional theater company, and took courses in the University's General College. Theater and college personnel also acted as mentors for the students, working with them individually and in groups on transition issues. Of the 55 students (ages 15 to 20) who participated in the program, 32 were African American. As a result of student dissatisfaction after the program's first year, major changes were made in the direction of greater integration with the campus program. Data obtained from questionnaires and interviews with three cadres of student participants demonstrated that these community-based fine arts internships promoted the successful movement of these students into higher education. Individual sections of this report present an executive summary and an evaluative summary of the program based on the third cadre of students. Extensive appendices include: summaries of student interviews with students in each of the three cadres and summaries of questionnaire responses of students in each of the three cadres. (DB)

ED 417 693 IR 018 747

Educational Technology Goals, Progress, and Recommended Actions, 1997.
PUB DATE- 97
NOTE- 13p.; Prepared by the NCTET Executive Board and Policy Committee.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Computer Uses in Education; *Educational Objectives; Educational Planning; Educational Policy; Educational Resources; *Educational Technology; Professional Development
IDENTIFIERS- Access to Technology; Connectivity; National Information Infrastructure; *Technology Plans; *Technology Role

This report, an update of the National Coalition for Technology Education and Training's (NCTET) 1994 "National Information Infrastructure Requirements for Education and Training," is intended to serve as a guide for national and state policy possible on the Internet, and outlines five corresponding telecomputing options. The book contains an overview and four sections. The chapters in Section One, "Information Resources," focus on: (1) Gopher Tools; (2) The World Wide Web; (3) Interactive Telnet Sessions; (4) File Transfers on the Internet; and (5) Receiving and Uncompressing Files. Section Two, "Interpersonal Resources," contains chapters: (6) Electronic Mail Services; (7) Internet-Based Discussion Groups; and (8) Finding People on the Internet. Section Three, "Educational Applications," includes chapters: (9) Telecollaborative Educational Activities, including interpersonal exchanges, information collections, problem-solving projects, and an educational telecomputing archive; and (10) Teleresearch Activities. Section Four consists of five appendixes which list recommended gophers, World Wide Web pages; telnet sites; FTP archives; and mailing lists; and an index. (AEF)

ED 417 712 IR 018 779

Sharp, Vicki F.; Levine, Martin G.; Sharp, Richard M.
The Best Web Sites for Teachers.
PUB DATE- 96
NOTE- 353p.
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Books (010),Reference Materials - Bibliographies (131)
DESCRIPTORS- Class Activities; Computer Uses in Education; *Educational Resources; Elementary Secondary Education; *Instructional Materials; Learning Activities; Lesson Plans; *World Wide Web
IDENTIFIERS- Listservs; *Web Sites

This book identifies more than 650 Internet and World Wide Web sites across the K-12 curriculum that can benefit teachers who may not have time to carry out lengthy searches themselves. The Web sites in this book are organized alphabetically by the following K-12 subject areas: art, bilingual education, drama, ESL, foreign language, health education and physical education, journalism, language arts, math, music, science, social studies, special education, and vocational and technical education. Within each subject area, the sites are organized into at least one of three categories: lesson plans, other resources, and museums and exhibits. The sites described may include a wide range of materials--lesson plans and pictures that can be printed out, online multimedia presentations for students; interactive games; weekly brain teasers; searchable activities; databases for teachers; contests; pen pal opportunities; forms; downloadable graphics; videos; and other resources that can enrich the K-12 curriculum. Appendix 1 describes Web sites for newsgroups, that allow teachers to read and post messages, as well as listservs through which teachers can subscribe to electronic newsletters. Appendix 2 lists Web sites for information on search tools and Appendix 3 provides some sample forms for evaluating recommended and new Web sites. (AEF)

ED 417 713 IR 018 780

McCain, Ted D. E.; Ekelund, Mark
Computer Networking for Educators. Second Edition.
PUB DATE- 96
NOTE- 215p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.

divided into three parts: (1) books, (2) serials, and (3) standing orders/reference materials. In addition to standard collection development sources such as "Magazines for Libraries," serial holdings are compared to those recommended in several economics and finance journals. The paper also includes a matrix, which takes factors such as cost and indexing into consideration in order to make collection development decisions. Appendices include: lists of courses in economics and finance at CMSU; financial research journals and other media ranked by total number of citations; list of economics and finance journals purchased by the library, including their format and price; matrix of journals, prices, databases in which they are indexed, if they are recommended titles in review sources, and if they have been requested through interlibrary loan; and a list of economics and finance standing orders with price information. (Contains 11 references.) (Author/SWC)

ED 417 732 IR 056 959

Bertot, John Carlo; McClure, Charles R.
Victorian Public Libraries and the Internet: Results and Issues.
PUB DATE- 98
NOTE- 59p.; This study was made possible by a grant from the Victorian Government Office of Local Government, Innovations Grant for Library Services.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Foreign Countries; Information Systems; *Internet; *Library Services; *Library Surveys; Online Systems; *Public Libraries; Use Studies; *User Satisfaction (Information); *Users (Information)
IDENTIFIERS- Australia (Victoria); *Technology Integration

This study collected Victorian (Australia) public library and public library user Internet connectivity data that: provides a baseline measure of public library Internet connectivity; describes public library type and level of Internet connectivity; details public library branch Internet connectivity; reviews the costs of public library Internet connectivity; and assesses public library Internet connectivity from the perspective of librarians and users. The study describes the extent and nature of Victorian public library Internet connectivity as of August 1997. The study also describes user-based feedback on public library Internet-based services. Surveys were completed by all 42 Victorian public libraries, and user surveys were completed by 444 users. As of August 1997, 90.5% of Victorian public library services had some type of Internet connection. Overall, 58.5% of public library branches were connected to the Internet. The user survey served to: describe the types of users making use of public library public access Internet services; explore the types of Internet-related activities in which users engaged through the libraries' public access services; and measure the overall satisfaction of users with the libraries' public access services. The report also compares findings from the study with a similar survey of U.S. public library connectivity, highlighting key issues. The library service survey and user survey are appended. (Contains 20 references.) (SWC)

ED 417 733 IR 056 960

Hafner, Arthur W.

IDENTIFIERS- *England

A study was conducted of student stress in a further education (FE) college in northwest England. In collaboration with the college, two questionnaires were developed, one for the teaching staff and the other for the students. Questionnaires were distributed to 69 staff and 1,100 students, with a response rate of 94 percent from staff and 84 percent of the students. Interviews were also conducted with a sample of staff and a cross-section of students. The study found that the majority of student respondents appeared to be content and not suffering from significant distress. Most students, however, felt that exams were very stressful. Other significant stresses included academic-related issues, family problems, and worry about the future. Staff members believed that peer pressure and social status were significant stresses for the students, along with part-time jobs. In common with the students, staff also mentioned future careers and high expectations as causes of stress. As a result of the study, the college developed strategies to remedy problems caused by stress related to academic work, personal problems, the need for social areas, college policies, and student-staff relationships. (KC)

Information Sources; *Internet; *Literacy Education; Online Systems
IDENTIFIERS- *Australia

This guide addresses the needs of those teachers from the literacy field who are just beginning to explore the Internet as an exciting medium to enhance learning. Chapters 1-3, "Internet Basics," offer a brief introduction to what the Internet is (e-mail, mailing lists, newsgroups, File Transfer Protocol, World Wide Web), how to get one's computer connected (hardware and software needs), and tips on choosing an Internet service provider (types and costs). Chapters 4-10, "Using Internet Tools," focus on using Internet tools: step-by-step explanations for using Eudora and Netscape; joining and leaving mailing list discussion groups; using the Adult-Literacy mailing list; using the World Wide Web; using Telnet; how to get the best of search engines so that information seeking is efficient and productive; and using the ERIC database. Chapters 11 and 12, "Useful Web Sites," describe important Australian and international language and literacy sites. This directory covers a wide range of educational centers, including virtual libraries, the focus being to assist language and literacy researchers to locate research information and teaching resources through the Internet. Section IV provides a glossary and lists of 55 websites on English as a Second Language and literacy, 27 literacy mailing lists, and 10 newsgroups. (YLB)

PUB DATE- 97
NOTE- 210p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *Access to Education; Case Studies; Computer Assisted Instruction; Computer Mediated Communication; Computer Uses in Education; *Corporate Education; *Distance Education; *Educational Change; Educational Improvement; External Degree Programs; Foreign Countries; On the Job Training; *Open Universities; Postsecondary Education; Teaching Methods; Telecommunications; Telecourses
IDENTIFIERS- Australia; Great Britain

This book contains 14 case studies, written by those involved in the teaching and training initiatives, that illustrate the use of open and distance learning strategies. The case studies, drawn from many parts of the world (but mostly British based), feature efforts in large and small companies in a variety of industries. The first part of the book contains the following six commercial case studies: "Lloyds Bank and Multimedia" (Howard Hills); "Integrated Learning in the TSB Trustee Savings Bank " (Peter Higgins); "Corporate Context and Cultural Change: Distance Learning in BT British Telecom " (Stephen Brown); "From Pioneers to Settlers: The Abbey National" (Julian Wakeley); "Implementing Distance Learning in Barclays Bank" (Judith Christian-Carter); and "Open Learning in Reuters" (David Cook). The second part of the book includes the following eight education case studies: "Integrated Courseware in Language Learning" (Mike Harland; Erica McAteer; Niall Sclater); "Conversion of a Mathematics Course to Tutor-Supported Computer-Assisted Flexible Learning" (Gordon Doughty; Maggie Pollock; Erica McAteer; Ian Turner); "Champion for Change: Learning Development at the University of Sunderland" (Suzanne Robertson); "Innovation in a Traditional Setting at Sheffield University" (Ruth Sharratt); "Computer-based Education at Queensland University of Technology" (Jenny Winn); "METTNET" (Ian Skelly, Jackie Hargis); "Technologies to Extend Out-reach" (Gerry McAleavy, Gerard Parr); and "Flexible Learning as University Policy" (Louise Moran). A final chapter, "Curriculum or Culture Change?," provides an overview of the themes and highlights of the cases. (KC)

four sections, which together constitute more than 90% of the document, consists of an introduction and four modules for one of the following streams of the CGEA: reading and writing; oral communication; numeracy and mathematics; and general curriculum options. Administrative guidelines and appendices detailing annual report formats and examples conclude the document. (MN)

ED 417 341 CE 076 092

Nadeau, Kathleen G.
ADD in the Workplace: Choices, Changes, and Challenges.
PUB DATE- 97
NOTE- 248p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Adaptive Behavior (of Disabled); *Adults; *Attention Deficit Disorders; Career Choice; *Career Development; Hyperactivity; *Job Skills; Normalization (Disabilities); *Quality of Working Life; Severity (of Disability); Time Management; *Work Experience

Based on years of work with adults with Attention Deficit Disorder (ADD), this book provides an overview of ADD in the workplace and suggestions for ADD-affected persons to manage their careers. The book's 15 chapters cover the following topics: (1) ADD in the Workplace: An Overview; (2) Seeking an Adult ADD Workplace and Career Assessment; (3) Taking Charge of Your ADD: Job Performance; (4) Taking Charge of Your ADD: Social Skills; (5) ADD and Learning Disabilities; (6) ADD and Personality Type at Work; (7) Putting the Positive Side of ADD to Work; (8) Success Strategies in the Workplace; (9) An ADD-Friendly Work Environment; (10) The Ideal Boss; (11) Reasonable Workplace Accommodations; (12) Alternatives to a "9-to-5" Job; (13) Women with ADD in the Workplace; (14) ADD and the Americans with Disabilities Act; and (15) Achieving Success in the Workplace. An ADD workplace questionnaire and a list of 69 references and 52 resources are included. The book is designed in an "ADD-friendly" format that includes a descriptive synopsis at the beginning of each chapter, clear headers, open space, visual stimulation, a clear writing style, a differentiation between straightforward information and illustrative stories, and memorable aphorisms that sum up important ideas. (KC) covered here include the downside of managed care for patients, such as excessive cost-cutting resulting in compromised treatment, and potential conflicts of interest in health care delivery. Some of the negative consequences of managed care for providers are also detailed, including the perceived interference with the doctor-patient relationship engendered by managed care. Other issues covered are concerns over excessive administrative overhead and profit-taking, complaints that individual providers have about managed care, examples of the frustrations expressed by an insider in managed care provider, attrition among managed care providers, the need for better research, and some of the protests and reforms being advocated. Specific concerns include issues of privacy, utilization review, a lack of efficiency, the "gatekeeper" function, questions of accountability, and concerns for the quality of treatment. (Contains 26 references.) (EMK)

ED 417 360 CG 028 308

VanZile-Tamsen, Carol; Boes, Susan R.
Graduate Students' Attitudes and Anxiety toward Two Required Courses: Career Development and Tests and Measurement.
PUB DATE- 97
NOTE- 27p.; Paper presented at the Annual Meeting of the Georgia Educational Research Association (Atlanta, GA, November 13-14, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Anxiety; *Counselor Training; *Course Selection (Students); *Graduate Students; Higher Education; *Required Courses; *Stress Variables; Student Attitudes

Graduate students face numerous sources of anxiety. In order to explore students' stressors, student attitudes and anxiety toward two mandatory graduate counseling courses are examined here. All participants were students enrolled in either the Career Development or the Tests and Measurement course during the summer quarter (N=43; Mean Age=33 years). Pre- and post-test design was analyzed separately for the two courses. The results suggest that the greater the number of quarter hours completed, the greater the pre-course anxiety about course requirements. The findings suggest that, for the Career Development course, students may experience less anxiety of they enroll in this class earlier in their programs. For Tests and Measurements, results indicate that students probably would feel anxiety regardless of when they took this course, but by taking it early in their program, they could avoid making this course the final hurdle for graduation. Implications of findings for instructors, advisors, and students are discussed. (EMK)

Grouping for Instruction in Reading.
PUB DATE- 98
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behaviorism; Classroom techniques; Constructivism (Learning); *Educational Technology; Elementary Education; *Grouping (Instructional Purposes); Reading Achievement; *Reading Instruction
IDENTIFIERS- Reading Management; Technology Integration

Whichever of the numerous ways of grouping pupils for instruction the teacher uses, pupils should benefit as much as possible from reading instruction. Team teaching stresses large, small, and individual methods of grouping for instructional purposes. No more than 20 pupils should be taught at a single time in large group instruction. Flexibility is a key concept when thinking of grouping pupils for instruction. Many educators recommend pupils be grouped heterogeneously with mixed achievement levels in a classroom so that learners from all ability groups may learn from each other. Pupils should also be homogeneously grouped when there is more uniformity within a group as compared to heterogeneous grouping. With individualized reading using library books, there are few problems in grouping since the pupil chooses sequential library books to read. Constructivism is a contextual approach in evaluating pupil achievement in reading. Learners construct their own knowledge within a given selection being read. In contrast, behaviorists believe that knowledge is objective and external to the learner. Linguistic procedures may stress individual endeavors such a one person reading a library book. Technology has made tremendous strides in assisting pupils to achieve in reading using software packages, CD ROMs, and the Internet, among other procedures. New approaches will need to be implemented to guide pupils to achieve well in large group, small groups, and individual work. Reading teachers need to study diverse procedures in grouping pupils for instruction in reading and then guide each learner to achieve as much as possible in reading. (RS) rationale was more developed, process oriented, and student-centered than the interns' rationale. Findings suggest that the central focus of residents' rationale was independent lifelong learning while the central focus of interns' rationale was the acquisition of information. Guided reflection during post lesson interviews appeared to increase preservice teachers' awareness of the purposes and conditions for strategy use. Consequently, a pre/post reflection guide was developed to focus preservice teachers' attention on elements of strategic instruction, specifically the conditions involved and the development of this knowledge in students. (Contains four figures and 31 references; various sample forms are appended.) (Author/CR)

ED 417 421   CS 216 259

Malkoc, Anna Maria, Comp.; Montalvan, Ruth G., Comp.
Bright Ideas: A Teacher's Resource Manual.
PUB DATE- 95
NOTE- 72p.; "From articles contributed by the National Council of Teachers of English."
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Audience Awareness; Class Activities; Elementary Secondary Education; *English Instruction; *Instructional Effectiveness; Journal Writing; Language Usage; *Poetry; Thinking Skills; Writing Apprehension; Writing Assignments; *Writing Instruction

The 26 teaching strategies in this collection originally appeared in IDEAS PLUS, a special publication of the National Council of Teachers of English. The teaching strategies are entitled: (1) "A Dream House" (Thomas M. Cobb); (2) "A Journal-Writing Pot of Gold" (Irina Markova); (3) "Adopt-a-Word" (Annette Matherne); (4) "Contrasting Moods" (Don Shultz); (5) "Describe That Face" (Dorothy A. Winson); (6) "Descriptive Portraits" (Judy Mednick); (7) "How To Beat 'Page Fright'" (Ellen Turlington Johnston-Hale); (8) "Natural Writing--Three Ways" (Jo-Ellen S. Wood); (9) "Noun Poetry" (Peggy Reynolds); (10) "Novel Dialogue" (Ken Spurlock); (11) "Obtaining an Honest Writing Sample" (Jeffrey Golub); (12) "One, Two, Three--Testing" (Clifford Milo); (13) "Poetry a la Emily Dickinson" (Sarah Sherman-Siegel); (14) "Portraits in Poetry" (Marybeth Mason); (15) "Quote for the Day" (Cathie M. Brown); (16) "Search for Identity; Or, What's in a Name?" (Edna L. Neely); (17) "Sentence Combining as a Prereading Activity" (Gary L. McLaughlin); (18) "Speaking Precisely" (Sandra Hochel); (19) "Take This Word and Use It" (Beverly Haley); (20) "Teaching Inferential Thinking" (Mary Bozik); (21) "Tell-and-Show Dictionary" (Kathleen Lask); (22) "Ten Little Letters Standing in a Row" (Robin Hamilton); (23) "The Door" (Thomas Lavassi and Laura Mitchell); (24) "Using Pictures To Teach Poetry" (Grace Cooper); (25) "Write Your Way Out of This One" (Terry Cooper); and (26) "Writing for an Audience" (Shirley Vaux). Appendixes contain a key descriptors index, contributors' comments, and a map of the United States indicating the geographic location of contributors. (RS)

Mirror, Mirror on the Wall: Examining the National Association of Scholars and Teachers for Democratic Culture Debate.

PUB DATE- 98
NOTE- 27p.; Paper presented at the Annual Meeting of the Central States Communication Association (Chicago, IL, April 1-5, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Debate; Discourse Analysis; *Higher Education; *Organizational Communication; *Rhetorical Criticism
IDENTIFIERS- Conflict Analysis; Educational Issues; *Mirror Images; National Association of Scholars; *Rhetorical Stance; Teachers for a Democratic Culture

This paper considers the ongoing debate between two organizations (National Association of Scholars and Teachers for a Democratic Culture) in higher education. The rhetorical positions of each side resemble those of the "cold war" between the United States and the Soviet Union of the 1950s and 1960s where each side created a mirror image of the other based on ethnocentric perceptions. While the image of cold war is a metaphor, the metaphor is developed and articulated by the use of images and stories that sustain the understanding of the conflict. A mirror image can develop when the parties in conflict believe that: (1) there are only two sides; (2) the conflict is zero-sum; and (3) their side is losing. When disagreeing bodies create a mirror image of the other side, a destructive cycle of rhetorical imagery is generated that prevents resolution of the conflict. (Contains a table with examples of mirror image rhetoric and 34 references.) (Author)

ED 417 460 EA 028 905

KATE VI: Kansans' Attitudes toward Education. Sixth Public Opinion Poll.
PUB DATE- 90
NOTE- 18p.; For related studies, see EA 028 906-907.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Community Attitudes; *Educational Assessment; *Educational Environment; Elementary Secondary Education; Public Opinion; *Public Schools; School Community Relationship; *School Effectiveness; *State Surveys; Tables (Data)
IDENTIFIERS- *Kansas

The Teachers College at Emporia State University sponsors a biennial survey measuring the attitudes of Kansans toward their public schools. The results of the 1989 survey are reported here (the survey was patterned after the national Gallop Poll on public education). The report opens with details of the research procedures, which includes overviews of data analysis, sample selection, alerting the sample population, and time of interviewing. Survey findings are presented next. Overall, Kansans gave their local public schools significantly better grades than people nationally give their schools, with 66 percent of those interviewed adjudging their community school either an A or B. Survey opinions are grouped under various categories and include ratings of principals and superintendents, teachers, high schools, local school boards, teacher salaries, how teachers' jobs have changed in the past 10 years, state tests for public school students, whether or not to implement a national testing program, open enrollment, public school programs for four-year olds, how Kansans would spend new state funds, latch-key programs, trends in the quality of public schools, school site management and accountability, home schooling, drug and alcohol education, and major problems facing Kansas schools. As the Kansas public perceives it, the use of drugs and alcohol is, by far, the number one problems that the public schools of the state face. The survey sample's composition is described at the end. (RJM)

parental and business involvement, and site-based management, which is now considered the key in enhancing the ownership and the responsibility of all stakeholders. (Contains approximately 150 references.) (RJM)

ED 417 482   EA 028 944

DeLaney, Rebecca
Parent Participation in Educational Decision Making: A High Stakes Procedure.
PUB DATE- 97
NOTE- 41p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Decentralization; Decision Making; *Educational Objectives; Elementary Secondary Education; Evaluation; Parent Conferences; *Parent Participation; *Parent School Relationship; *Participative Decision Making; School Administration

Parent participation in educational decision making is not a neural concept. When successful it can bring more effective decisions, a satisfied supportive public, and a stronger democracy. When it fails, it can leave in its wake a dissatisfied public. This research project involved observations of committee meetings and interviews with six parent participants on a district level attempting to implement an emotionally charged concept. It explores the needs and desires of the parents that inspired initial participation. The research determined some of the factors that contributed to the participants' overall levels of satisfaction with the committee experiences, and how, as a result of this experience, the parents' levels of satisfaction and support for the school district were affected. The positive as well as the frustrating and disappointing aspects of the committee experience are detailed. Some of the events and decisions that ultimately damaged the parent-administrator relationship of four out of the six previously supportive parents are described. It is concluded that when parents choose to be involved, they must be involved in satisfying ways. When educational leaders fail to recognize this, they run the risk of alienating the public and undermining future support for public education. (RJM) monitoring the provision of services. Also noted are federal activities of OSEP and OCR to reduce over-representation. (DB)

ED 417 502 EC 306 243

Harbin, Gloria L.; Shaw, Dave
United Way Funding: Consequences for Local Service Systems. Early Childhood Research Institute: Service Utilization. Raising Issues.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 98
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Programs; *Community Services; *Disabilities; *Early Intervention; Economic Factors; Financial Support; Focus Groups; *Fund Raising; Guidelines; Preschool Education; *Private Financial Support; Program Administration; Qualitative Research
IDENTIFIERS- *United Way

This paper examines issues identified in a qualitative study in nine diverse local service systems as program administrators of early intervention programs for young children with disabilities sought to obtain United Way funding and other sources of philanthropy. Data are based on issues raised in nine focus groups conducted with community leaders. The communities represented low, medium, and high population/resource density settings. The two primary issues which emerged from the focus groups are analyzed at some depth. The first was that United Way funding is extremely limited (i.e., non-existent, decreasing, or unable to match program/community growth). The second was that the limited availability of United Way funding in some communities contributes to competition among agencies and programs. Implications are drawn for community-based non-governmental funding in the following situations: when the local economy declines; when economic development by community leaders has unintended consequences; when leadership of primary employers is absent from community fundraising; when competition heightens; when program administrators adapt fundraising to meet United Way guidelines; and when local service systems adapt to meet United Way criteria for service delivery. Suggested strategies and recommendations to program administrators of early intervention programs are offered. (Contains 11 references.) (DB)

DESCRIPTORS- Competency Based Education; Educational Principles; Educational Strategies; Elementary Secondary Education; Evaluation Methods; *Gifted; Inclusive Schools; Mainstreaming; Prevention; Special Education; *Student Evaluation; Teacher Collaboration; *Teaching Models; Theories

This paper examines the preventive model in special education and applies it to the assessment of gifted students and the delivery of educational services to them. First, characteristics of the model are identified, which include emphasis on the interaction between the learner and the environment, use of both formal and informal assessments, and integration of students in regular classrooms with a modified curriculum. When applied to gifted students, the model is seen as facilitating ongoing assessment, teacher collaboration in determining appropriate programming, and ongoing program evaluation. Strengths of the model for gifted education include better evaluation of students' domain-specific gifted-level competencies, facilitation of the decision-making process in programming decisions, identification of the student's learning preferences, and elimination of the need to define giftedness, since assessment is competency based. Disadvantages of the model include the time required for continuous assessment and its dependence on skilled teachers and resource staff. The model is compared with several other perspectives, including developmental theory, the dynamic approach, and incremental theory. Specific recommendations for gifted education urge decision-making based on competencies and not labels, use of multiple forms of assessment, use of above-level testing in domain-specific areas, and assessment of social skills. (Contains 21 references.) (DB)

PUB DATE- 97
NOTE- 88p.; Introduction by Paul K. Longmore.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Accessibility (for Disabled); *Civil Rights Legislation; *Compliance (Legal); Demography; *Disabilities; Disability Discrimination; *Federal Legislation; Statistical Data
IDENTIFIERS- *Americans with Disabilities Act 1990

This report presents data in text and graphs on the situation of people with disabilities in the United States in the context of requirements of the Americans with Disabilities Act. An introduction identifies four reasons for the observed slow pace to compliance with disability-rights laws: (1) ignorance about what constitutes accessibility and reasonable accommodation and the achievability of these objectives; (2) serious defects in federal laws and policies which hamper social integration of Americans with disabilities; (3) failure by local authorities to enforce legal requirements for access and accommodations; and (4) continuing prejudice against people with disabilities. The sections following the introduction provide data concerning demographics, employment, social integration, barriers to independence, and transportation. Individual sections provide key points, an analysis of the data, illustrative graphs, and a comparison/contrast of myths and facts. Data sources are provided at the end of each section. A concluding section notes progress, but also outlines continuing needs, including job training, changes in employer attitudes, elimination of physical barriers in schools and businesses, an increase in the amount of accessible housing, an increase in accessible transportation, and a decrease in the segregation of people with disabilities, particularly the elderly and those with mental retardation or developmental disabilities. (DB)

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 98
NOTE- 139p.; For earlier edition, see ED 404 807; for all five volumes of the directory, see EC 306 303-307.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Compliance (Legal); *Disabilities; Early Intervention; Education Work Relationship; Educational Practices; Elementary Secondary Education; Federal Legislation; Federal Programs; Grants; Information Dissemination; Knowledge Base for Teaching; *Parent Education; Preschool Education; Professional Development; Program Descriptions; Research and Development; *Special Education; State Programs; Technical Assistance; Theory Practice Relationship; Transitional Programs
IDENTIFIERS- *Office of Special Education Programs

The five-volume directory describes more than 1,200 discretionary grants and contracts supported by the Research to Practice Division of the Office of Special Education Programs. The projects are grouped into sections representing the seven program areas of the Individuals with Disabilities Education Act (IDEA) Amendments (1997), Part D. This volume, the third of the directory, describes projects concerning technical assistance and dissemination and parent training and information. The Technical Assistance and Dissemination program addresses systemic-change goals and priorities through such mechanisms as institutes, regional resource centers, clearinghouses, and programs that support states and local entities in building capacity and improving early intervention, educational, and transitional services for children with disabilities and their families. The Parent Training and Information program aims to better meet the needs of parents of children with disabilities, particularly underserved parents and parents of children who may be inappropriately identified, and to assist parents in understanding the availability and effective use of procedural safeguards under the IDEA. The 245 projects are grouped by funding competition and include information on grant number, title, project director, beginning and ending dates, and contact information. Usually, an abstract describes the project's purpose, proposed method, and proposed products. Four indexes are provided: a project director index, an organization index, a state index, and a subject index. (DB)

(055),Reference Materials - Bibliographies (131)

DESCRIPTORS- *Child Development; Child Health; *Child Rearing; Creative Art; Day Care; *Disabilities; Discipline; Emotional Development; *Family Involvement; *Inclusive Schools; Infants; Mainstreaming; Motor Development; Nutrition; *Parent Materials; Preschool Education; Resource materials; Social Development; Toddlers; Videotape Recordings; Young Children

IDENTIFIERS- Individuals with Disabilities Education Act Part H; Mississippi

This resource list of printed materials and videos is from the Mississippi Early Education Program for Children with Multiple Disabilities, a program designed to train Individuals with Disabilities Education Act Part H service coordinators and service providers to use family centered strategies. The resources cover various subjects concerning early childhood development and education, including: (1) health and nutrition information; (2) facts about Mississippi's children; (3) ideas for preschool learning experiences; (4) finding quality child care; (5) tips for the first day of school; (6) being a partner in your child's development and education; (7) respecting individual differences; (8) the learning process; (9) the importance of talking to children; (10) using daily routines to enhance children's learning; (11) the growing brain; (12) becoming a reader; (13) recognizing and building strengths; (14) using positive discipline; (15) the social child and discovering through play and exploration; (16) emotions and temperament; (17) encouraging movement; (18) encouraging creative art; (19) involving parents in early childhood programs; and (20) infant development. (CR)

ED 417 597 FL 025 119

Gehrmann, Alfred
Was gibt's Neues? New Ideas for the German Classroom.
PUB DATE- 97
NOTE- 6p.; Paper presented at the Annual Meeting of the Japan Association for Language Teaching (23rd, Hamamatsu, Japan, October 9-12, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Class Activities; Class Size; Classroom Techniques; College Instruction; Cooperative Learning; Foreign Countries; *German; Higher Education; Instructional Effectiveness; Instructional Materials; *Language Proficiency; *Large Group Instruction; Second Language Instruction; *Second Languages; *Small Group Instruction; Teacher Developed Materials
IDENTIFIERS- Japan

Two solutions for teaching college-level German instruction in Japan are described. The first solution is the TALK Learning System, materials designed for use in large classes. Instead of a course book, each learner has a manual in Japanese, three tool cards for each of four topics (one with dialogue patterns, a question card, and a data card), a glossary, and a tape containing the content of all cards. Using a portable tape player, students follow study tips in the manual to fulfill certain tasks, which usually lead from understanding of the content material through writing and pattern practice to a presentation in class. Students work in pairs, with three pairs working together throughout the course. The second solution, The Frankenstein Project has small student groups develop profiles of fictitious Japanese university students and present them to the class, then respond to teacher-posed questions about the profiled student's attitudes and behaviors. This leads to classroom discussion and comparison of cultural context, lifestyles, and beliefs. Contains 4 references. (MSE) education institutions identified the incidence of distance education courses delivered to remote (off-campus) locations through audio, video, or computer technologies. The study found that a third of institutions offered distance education courses, another quarter planned to offer such courses in the next 3 years, and 42 percent did not offer, and did not plan to offer, such courses in the next 3 years. A much greater percentage of public than private institutions offered distance education courses. Distance education offerings varied by school size and location: fewer small institutions and fewer institutions in the Northeast offered distance education. In academic year 1994-95, an estimated 25,730 distance education courses with different catalog numbers were offered by higher education institutions, and there were about 758,640 students formally enrolled in distance education courses in that year. Additional findings reported cover: the percentage of public and private two- and four-year colleges offering distance education courses; number of institutions offering or planning to offer distance education by geographic region, enrollment size, and type of institution; and percentage of colleges using different types of technology. (SW)

DESCRIPTORS- Academic Freedom; Change Strategies; *College Environment; *College Role; Competition; Economic Climate; Economic Development; *Educational Change; Educational Policy; Educational Trends; Financial Support; Foreign Countries; Freedom of Speech; Higher Education; *Labor Force Development; Politics of Education; Public Opinion; *Public Policy; Research Administration; Research Universities; Scholarship; Scientific Research; Trend Analysis; Universities

IDENTIFIERS- *Dearing Report; Global Markets; *United Kingdom

The report summarizes a conference on the state of British higher education which took place closely following publication of the Dearing Report (Summer 1997) on the role of colleges and universities in labor force and economic development. An introductory section gives an overview of enrollment trends, the funding system, public policy concerning the purposes of higher education, demands facing the universities, meeting industry needs, research in universities, and policy needs. The second section examines the role of scholarship in the universities, including the distinction between scholarship and research, and academic freedom and freedom of speech. The third section addresses the role of British higher education in the global education market, and section four its role as a national training agency. Research funding and policy are discussed in the fifth and sixth sections, and the universities' role in British competitiveness in the global commercial market in the seventh. The concluding section summarizes current challenges to the universities. A list of conference participants is included. (MSE) workforce. The status and achievements of Black women professors and scholars in the academy are reviewed, with attention to: important studies of the academic labor market over the past four decades; literature on academic mobility; the rise of intellectualism among Black women; rites of passage; and the choice patterns made regarding career and family. Discussion of a theoretical framework covers economic, psychosocial, and job satisfaction issues. A literature review considers the influence of the following eight factors: salary, tenure status, institutional type, intention to leave, marital status, number of dependents, support systems, and external barriers. Patterns identified in the present study are compared to similar studies of Black women Ph.D.s in 1981 and 1988. Research outcomes include a decision model of career mobility and information on common barriers to success and achievement. Recommendations are offered regarding tenure and promotion, career advancement, and creating opportunities for success. (Contains approximately 550 references). (SW)

use participatory and consensus-building decision making. These management styles are likened to traditional governance in 19th century colleges, in which a president was a member of the faculty. Difficulties and challenges in applying these principles and strategies are also addressed such as when a different style of leadership is perceived as a lack of leadership. A chart summarizes principles, strategies, and difficulties. (BF)

ED 417 674 HE 031 130

Kahn, Irwin
Missed Examinations and Student Performance in an Upper-Level Course.
PUB DATE- 97
NOTE- 9p.; Paper presented at the Annual Meeting of the American Psychological Association (105th, Chicago, IL, August 1997)
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Attendance; *College Juniors; *College Seniors; College Students; Higher Education; Psychology; *Scores; Test Norms; *Tests
IDENTIFIERS- *Makeup Examinations

This study investigated the performance of students who missed regularly scheduled examinations and took make-up examinations in an upper-level psychology course. Four sections of a 300-level Educational Psychology course enrolled 123 students, of whom 52 missed one or two examinations, one missed four examinations, and one missed the comprehensive final. The examination scores, quiz scores, and finals scores were compared for those students missing examinations and those who did not. Results indicated that students who missed examinations scored lower on their make-up examinations than on their regularly scheduled examinations. These students also had lower quiz and comprehensive final examination scores than students who did not miss regular examinations. Since the make-up examinations were the same as the regularly scheduled examinations, factors other that examination difficulty account for these results. Possible explanations include: students who miss examinations are less capable, have more personal problems, have more absences, are less interested in the subject matter, are more likely to procrastinate, or are less dedicated. (Contains 10 references.) (BF) makers and planners concerned with the role of technology in education. It begins with a review of recent documentation on the benefits of technology. The review is followed by a description of the extent to which the four established national goals for technology in education (professional development, access to technology, connectivity to the information superhighway, and technology-based learning resources) have been implemented. Specific details of the progress already made toward accomplishing these goals, unmet needs that deter their accomplishment, and actions required to continue progress toward their realization are included in each section. NCTET has added a fifth goal to address the need for support implemented in a timely and equitable manner. Included is a list of Consortium for School Networking Board of Directors as of December 19, 1997, with addresses, phone numbers, category/expiration, and terms. (AEF)

ED 417 694   IR 018 760

The EDUTECH Report, 1997-1998.
PUB DATE- 98
NOTE- 98p.; Document printed on colored paper.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Educational Technology; Electronic Mail; *Higher Education; Information Networks; Information Services; *Information Technology; Leadership; Newsletters; Personnel Management; Technological Advancement
IDENTIFIERS- Administrative Information System; Computer Users; Project Management; *Role of Technology

This document consists of 12 issues of the EDUTECH Report. 1998. The newsletter's purpose is to alert faculty and administrators to issues in educational technology. Each issue contains two feature articles, a page of news briefs, a preview of the upcoming issue, and a question and answer column. Most issues also contain brief quotations on education technology topics. The following cover articles appeared between April 1997-March 1998: (1) "Can IT Groups Be Trusted To Teach Computing?" (Howard Strauss); (2) "Leadership in the New IT Organization" (James I. Penrod); (3) "PMS: Project Management Syndrome" (Howard Strauss); (4) "Selecting a New Information System: Basic Principles"; (5) "Gary, That Wasn't a Machine That Beat You" (Howard Strauss); (6) "Hot Issues 1997-98" (Thomas Warger); (7) "Troubled Times for Many IT Departments"; (8) "Determining the Real Cost of an AIS" (part one of a two-part series); (9) "Determining the Real Cost of an AIS" (part two); (10) "Treat E-Mail as Part of Your Campus Information System"; (11) "In Search of Leadership; A Tale of Three Visions" (Howard Strauss); and (12) "The Staff Crisis" (Barbara Horgan). (SWC)

PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Computer Networks; *Computer Uses in Education; Educational Administration; Educational Planning; *Educational Technology; Elementary Secondary Education; Information Networks; Strategic Planning
IDENTIFIERS- Apple Macintosh; *Connectivity; IBM PC Compatibles; Technology Integration; *Technology Plans

This book introduces the basic concepts of connecting computers together and provides technical background necessary for constructing small networks. For those already experienced with creating and maintaining computer networks, the book is intended to encourage the creation of a school-wide network. The book is divided into two main sections: an introduction to networking in schools (6 chapters) and an introduction to the technical side of networking (10 chapters). The chapter headings are as follows: (1) "How Can Networking Enhance the Use of Computers?"; (2) "Advanced Networking Concepts"; (3) "Why Network Classroom Computers?"; (4) "Why Network Computers for Administration?"; (5) "Why Consider School-Wide Networking?"; (6) "How To Plan a School-Wide Network"; (7) "Technical Details for both IBM-compatible and Macintosh Computers"; (8) "Technical Issues in IBM-compatible Networking"; (9) "Simple Network Examples for IBM-compatible Computers"; (10) "Complex Network Examples for IBM-compatible Computers"; (11) "Technical Issues in Macintosh Networking"; (12) "Simple Network Examples for Macintosh Computers"; (13) "Complex Network Examples for Macintosh Computers"; (14) "A Complex Network Example Using IBM-compatible and Macintosh Computers"; (15) "Networking Apple II Computers"; and (16) "The Never-Ending Chapter". A glossary of terms is included. (AEF)

Descriptive Statistical Techniques for Librarians. 2nd Edition.
PUB DATE- 98
NOTE- 321p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Correlation; *Data Interpretation; *Libraries; Library Education; *Library Research; Library Services; *Library Statistics; Library Surveys; Numbers; Program Evaluation; Regression (Statistics); Research Methodology; Research Skills; Sampling; Spreadsheets; *Statistical Analysis; *Statistics; Use Studies

A thorough understanding of the uses and applications of statistical techniques is integral in gaining support for library funding or new initiatives. This resource is designed to help practitioners develop and manipulate descriptive statistical information in evaluating library services, tracking and controlling limited resources, and analyzing data that supports a library's long-term goals. This second edition includes new examples based on actual situations. The book is divided into eight chapters: (1) "Introduction to Statistics;" (2) "Basic Methods for Data Analysis;" (3) "Data Comparisons in the Library Environment;" (4) "Presenting Numerical Data in Tables and Charts;" (5) "Measures of Central Tendency;" (6) "Measures of Variability;" (7) "Linear Regression and Correlation Analysis;" and (8) "Sampling Strategies and Tallying a Survey." Each chapter includes a self-assessment quiz with answers, and discussion questions and problems that have answers provided at the end of the book. Includes an index. (Contains 12 references.) (SWC)

ED 417 734 IR 056 961

Internet and Information Management. GIS Video Series No. 57.
Videotape .
PUB DATE- 98
NOTE- 0p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Non-print Media (100),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Information; Conservation (Environment); Ecological Factors; *Ecology; *Environmental Research; Government Publications; *Information Dissemination; *Information Management; Information Technology; Public Agencies; *World Wide Web

This video covers the "Internet for Information Management" session of the "Eco-Informa '96" conference. Four speakers presented information on the use of the World Wide Web to disseminate ecological information provided by their agencies. Each speaker introduced their agency, discussing its mission and the kinds of information they present over the Internet, and then discussed specific aspects of the websites in greater detail. Presentations included: "A Federal Agency Serving Historical and RealTime Stream Flow Data on WWW" (Ken Lanfear--U.S. Geological Survey); "A Nonprofit Center Getting Natural Resource Information Over Internet to Watershed Groups and Farmers" (Scott Bruton--Conservation Technology Information Center); "Sharing Information and Data over Internet for Ecological Protection in South Florida, the Gulf of Mexico, and National Estuary Programs" (Chris Friel--Florida Department of Environmental Protection); and "A Federal Agency Working with Partners To Provide Public Access to Environmental Information and Mapping for Your Place of Concern" (Patrick Garvey--U.S. Environmental Protection Agency). (SWC)

ED 417 735 IR 056 962

Jiao, Qun G.; Onwuegbuzie, Anthony J.; Daley, Christine E.
Prevalence and Reasons for University Library Usage.
PUB DATE- 97
NOTE- 16p.; Paper presented at the Annual Mid-South Educational Research Association Conference (Memphis, TN, November 13, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Libraries; College Students; English (Second Language); Higher Education; Library Materials; Library Services; Online Catalogs; Student Attitudes; *Student Surveys; *Use Studies; *Users (Information)

A study of 522 university students was undertaken to determine how often they used their library and why, as well as to develop a general profile of college student library users. Descriptive statistics revealed that the majority of students used the library at least once a week. Obtaining a book or an article for a course paper was the most common reason cited for library use, followed by studying for a test, and then using the computerized indexes and online facilities. A setwise multiple regression analysis revealed that students who used the libraries most tended to be older, male, those who did not speak English as their native language, who lived the nearest to the academic library, who preferred to study alone, and who

ED 417 756 IR 056 992

Children's Literature and the Internet.
PUB DATE- 96
NOTE- 18p.; Topic C in: Proceedings of the ITEC Virtual Conference: A Meeting of the Minds (Australia, 1996); see IR 056 989.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Childrens Literature; *Computer Uses in Education; *Educational Technology; Electronic Publishing; *Elementary Education; Foreign Countries; *Internet; *Reading Materials; Story Telling
IDENTIFIERS- Listservs

Three papers and a listserv discussion about children's literature on the Internet include: "Potential Uses of the Net for Children's Literature in Schools" (Ashley Freeman); "Storytelling on the Net" (Barbara Poston-Anderson); "Writing on the Information Super-Highway--The Impact of the Net on Children's Literature: A Point of View" (Brian Caswell); and "The Impact of the Net on Children's Literature: Points of View" (Suzette Boyd, James Henri and Zoe Lake). (AEF)

ED 417 757 IR 056 993

The Internet and TL's Role in the School: Possible, Probable and Preferred Futures.
PUB DATE- 96
NOTE- 33p.; Topic D in: Proceedings of the ITEC Virtual Conference: A Meeting of the Minds (Australia, 1996); see IR 056 989.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; Computer Uses in Education; Educational Development; Educational Technology; Elementary Secondary Education; Foreign Countries; Information Literacy; *Information Services; *Internet; *Library Role; *School Libraries; *Trend Analysis
IDENTIFIERS- *Teacher Librarians

Nine papers focusing on the future of the Internet in schools and the role of teacher librarians include: "The Internet and TL's Role in the School: A Point of View" (Karen Bonnano); "The Internet Challenge: Using Technology in Context To Meet Educational Goals" (Michael B. Eisenberg); "Fire and Sparks: Evolutionary Qualities" (David Hamilton); "Teacher Librarians: The Best of Times the Worst of Times" (James Henri); "Revisioning the Role of the TL" (Sandra Hughes); "The Internet and the TL's Role in the School: A Point of View" (Sandra Naude); "The Internet & TL's Role in the School: Possible, Probable & Preferred Futures" (Pru Mitchell); "Some Beginning Ideas" (Pat Taylor); and "Future Information Professionals: A Person for All Seasons" (Arthur Winzenried). (AEF)

ED 417 758 IR 056 994

Creating and Managing a Library Web Page: The Practicalities.
PUB DATE- 96
NOTE- 11p.; Topic E in: Proceedings of the ITEC Virtual

ED 417 777 JC 980 173

Levin, John S.
Sense-making in the Community College: The Meanings of Organizational Change.
PUB DATE- 98
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrator Attitudes; *Change Agents; *Community Colleges; *Institutional Characteristics; *Locus of Control; *Organizational Change; *School Culture; Self Concept; Student Attitudes; Teacher Attitudes; Two Year Colleges

A study was undertaken to determine how individuals at community colleges made sense of organizational change, specifically with respect to the identification of external and internal forces of change. Interviews were conducted with over 200 administrators, board members, faculty, staff, and students at 6 community colleges in the United States and Canada, focusing on issues related to institutional change and economic, political, and social forces driving change. In addition, college and board meetings were observed and informal meetings were held with faculty and administrators. Based on the interviews, the following five observations were made: (1) managers were limited in the objective manipulation of the environment, functioning instead symbolically to manipulate and manage institutional interpretations of events; (2) a college's organizational context (its particular system identity) was a main influence, with colleges in loosely controlled systems exhibiting greater control than those in tightly managed systems; (3) the more college personnel assumed that a strong system existed, the less control they perceived that their college had over its own actions; (4) colleges that responded to environmental changes chose strategies that fit their institutional self-perceptions, while those that ignored changes saw them as inconsistent with their identity; and (5) internal influences over organizational change were contained within the organization's existing structures, combining these with institutional history, culture, and symbols as well as the organization's stage of development. (Contains 16 references.) (BCY)

ED 417 778 JC 980 175

Kang, Bai; Miller, Michael T.
Sabbatical as a Form of Faculty Renewal in the Community College: Green Pastures or Fallow Fields?
PUB DATE- 98
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; College Faculty; *Community Colleges; Comparative Analysis; Educational Practices; *Faculty Development; Instructional Improvement; *Objectives; Research Skills; *Sabbatical Leaves; Tables (Data); Teacher Improvement; Two Year Colleges

To identify the benefits and outcomes of sabbatical leave practices of community colleges, a survey was undertaken of senior academic affairs administrators at community colleges across the United States. Questionnaires were mailed to 100

ED 417 795 JC 980 196

Fiscal Year 1998 Salary Report for the Illinois Public Community Colleges.
PUB DATE- 98
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Administrators; *College Faculty; Community Colleges; Comparative Analysis; Educational Finance; Faculty Workload; Full Time Faculty; Part Time Faculty; *Salaries; *School Personnel; State Surveys; Tables (Data); *Teacher Employment Benefits; Two Year Colleges
IDENTIFIERS- *Illinois Community College System

This report contains fiscal year (FY) 1998 data on employee compensation in the 49 public community colleges in the Illinois Community College System. First, data tables are provided on contractual base salaries for full-time faculty, salary rates for part-time faculty, full-time faculty overload, and summer term faculty. Next, salary schedules for full-time faculty with Master's degrees and institutional policies related to faculty salaries and contracts are presented. Information is then provided on: (1) contractual base salaries for non-teaching professional and administrative staff for FY 1998; (2) salaries paid to selected administrators; (3) FY 1998 monthly classified staff salaries; and (4) FY 1997 fringe benefits for all full-time employees. Finally, the report provides FY 1998 mean percentage salary increases for all employees, the average total salary actually paid at the colleges in FY 1997, and average contractual salaries for FY 1994 through FY 1998. Highlighted data include the following: (1) FY 1998 average total salaries actually paid (including all overloads and compensation) amounted to $56,659 for faculty, $56,743 for administrative, and $35,376 for professional, non-teaching employees; (2) FY 1997 average fringe benefit costs for full-time employees were $5,304 for faculty, $5,381 for administrative, $5,350 for non-teaching staff, and $4,834 for classified staff; and (3) FY 1998 average salary rates per credit hour were $393 for part-time faculty, $552 for full-time faculty (overload rate), and $641 for full-time faculty (summer rate). Detailed data tables with comparative information by college are provided. (BCY)

ED 417 796 JC 980 197

The Academic Senate for California Community Colleges. Twenty-First Annual Report, 1996-1997.
PUB DATE- 98
NOTE- 108p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Advisory Committees; *Annual Reports; College Governing Councils; College Planning; *Committees; *Community Colleges; *Faculty Organizations; Government School Relationship; *Organizational Objectives; Policy Formation; Program Descriptions; Statewide Planning; Two Year Colleges
IDENTIFIERS- *Academic Senate for California Community Colleges

This 21st annual report summarizes the activities of the Academic Senate for California Community Colleges for 1996-97. The first

ED 417 814 PS 026 369

DeBord, Karen; Matthews, D. Wayne; Canu, Rebecca; Parris, Pam
Work Front--Home Front: A Cooperative Extension Contribution to Work First in North Carolina.
PUB DATE- 97
NOTE- 44p.; Paper presented at the Annual Conference of the NCFR Fatherhood & Motherhood in a Diverse and Changing World (59th, Arlington, VA, November 7-10, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Child Welfare; Day Care; Early Childhood Education; *Employee Attitudes; Employer Attitudes; *Family Work Relationship; Social Services; *Welfare Recipients; Work Attitudes; Work Environment
IDENTIFIERS- Child Care Needs; North Carolina; Welfare Reform; *Welfare to Work Programs

North Carolina's Work First (WF) program, like other welfare reform programs, incorporates personal responsibility contracts; paid work, volunteer work, or school requirements; and time limitations. Using telephone interviews, this study examined perceptions of 31 former welfare recipients who were enrolled in the North Carolina Work First (WF) program regarding their work situation, the transition to work, balancing work and family responsibilities, and suggestions for providing information to communities interested in similar programs. Interviews were also conducted with 12 of the subjects' employers. Participants were identified by Department of Social Services (DSS) caseworkers. Findings indicated that in addition to added income and medical benefits, respondents noted self-esteem and belongingness from a supportive work environment as positive aspects of the program. Negative perceptions focused on transportation and child care difficulties, lack of time to accomplish household and family responsibilities, and adjusting to unfamiliar work expectations. Respondents agreed that in order to be successful with their work, adequate job preparation was essential. Personally strong motivation and drive joined emotional support from family, co-workers, and DSS as factors critical to success. Accessing transportation and child care, training opportunities, and community-based services provided additional support for workers. Results of employer interviews indicated that several were pleased with WF employee performance; others identified problems with personal difficulties and attendance. Advantages to hiring WF participants included worker commitment, DSS as extra support, and well-trained workers. Disadvantages included lack of skills, attendance problems, and transportation arrangements. Main reasons for turnover were dissatisfaction with the number of working hours, work preparedness and adjustment, and fear of loss of benefits. (Details on the sample and participants' responses are appended.) (KB)

ED 417 815 PS 026 372

Stroud, Joanne; Rollins, Kathy
Adolescent Health Issues: State Actions 1996.
SPONS. AGENCY- Center for Chronic Disease Prevention and Health Promotion (DHHS/CDC), Atlanta, GA. Adolescent and School Health Div.
PUB DATE- 97

ED 417 833 PS 026 397

Cooney, Ramie Robeson; Holmes, Deborah L.
Can Toddler Temperament Characteristics Predict Later School Adaptation?
PUB DATE- 98
NOTE- 22p.; Paper presented at the Biennial Conference on Human Development (15th, Mobile, AL, March 5-7, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Adjustment (to Environment); Early Childhood Education; Intelligence Quotient; Kindergarten; Kindergarten Children; *Personality; Preschool Education; *School Readiness; *Student Adjustment; Toddlers

A study investigated how children's constitutional temperament (Easy, Difficult, or Intermediate), measured at 18 months of age, influences their adaptation to formal schooling. Information was collected from 35 children and their parents who were part of a longitudinal study of development. All participants were first-born children from Euro-American, upper-middle class, two-parent families in a midwestern suburb. Parental reports of toddler temperament were obtained using the Toddler Temperament Scale. Several measures were used as pre- and post-Kindergarten assessments. Mixed factorial analyses of variance revealed that children with Easy temperaments adapted well to kindergarten, showing gains in IQ and academic achievement, and maintaining their levels of adaptive behavior. Children with Difficult temperaments, on the other hand, adapted poorly, showing declines in IQ and adaptive behavior. Findings suggest that there is a relationship between early childhood temperament ratings and both cognitive and behavioral skills at school entry. (HTH)

ED 417 834 PS 026 398

Cooney, Ramie Robeson
Relations among Aspects of Parental Control, Children's Work-Related Social Skills and Academic Achievement.
PUB DATE- 98
NOTE- 15p.; Paper presented at the Biennial Conference on Human Development (15th, Mobile, AL, March 5-7, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Child Rearing; Discipline; Emergent Literacy; *Interpersonal Competence; *Kindergarten; *Kindergarten Children; *Parent Child Relationship; *Parents; Preschool Teachers; Primary Education; School Readiness
IDENTIFIERS- Family Rules; Mediating Factors; *Parent Control; Parenting Styles

This research sought to separate aspects of parental control from parental warmth and to investigate the impact of parents' control to child outcomes related to literacy and work-related social skills at the start of kindergarten. Family rules, limits, and disciplinary practices were explored as predictors of cognitive and social school preparedness. Participating were 198 kindergarten children and their families from Greensboro, North Carolina. The sample was evenly divided by gender and the racial composition was 78 percent White and 21 percent African-American. Data were collected by means of a parent self-report

ED 417 852 PS 026 427

A Review of the Department of Human Services' Decision To Reduce the Level of Funding to the Department of Education for Operation of the Home Ties Program for Family Preservation. Report to the Mississippi Legislature. No. 362.
PUB DATE- 97
NOTE- 74p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Budgeting; Crisis Intervention; Family Programs; *Financial Support; High Risk Students; Pilot Projects; Program Effectiveness; Program Evaluation; Retrenchment; *State Federal Aid; *State Programs
IDENTIFIERS- Family Support; *Mississippi; State Legislatures

In March 1995, the Mississippi State Department of Education implemented the Home Ties program as a 5-year pilot program at five sites, using federal funds made available through a subgrant from the Mississippi Department of Human Services (MDHS) and matching funds appropriated by the Mississippi legislature. The program provided intensive, short-term, home-based treatment and services to families with children at imminent risk of placement outside of the home due to problems within the home. Mississippi's Home Ties program was based on a well-defined and extensively researched treatment model. Prior to its implementation in Mississippi, the program had shown positive results in numerous states. In July 1996, MDHS elected to reduce by $149,177 the level of annual federal funding to Mississippi's Home Ties program, which resulted in the closing of two pilot sites. This report by the Mississippi legislature's PEER Committee (Joint Legislative Committee on Performance Evaluation and Expenditure Review) finds that while MDHS's decision to reduce funding did not violate either the federal or state acts under which the program was funded, MDHS's decision was not prudent because the program was only 15 months into a 5-year test period, the legally required evaluation of the program's effectiveness was not complete, and early program data showed that the program was exceeding its goal of preventing out-placement of children in 70 percent of the cases served. The report further finds that MDHS used federal funds taken from the Home Ties program to pay the salaries of MDHS adoption specialist social workers, a use which the federal department of Health and Human Services ruled inappropriate. (Author/EV)

ED 417 853 PS 026 428

Continuing on Track...as Your Child Grows & Learns = Mantenganse en el camino...Mientras que su nino/a crece y aprende.
PUB DATE- 96
NOTE- 9p.
LANGUAGE- English; Spanish
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Age Differences; Child Behavior; *Child Development; *Child Rearing; *Developmental Stages; Parent Child Relationship; Parent Materials; Parenting Skills

This pamphlet, developed by the Colorado Department of Education and provided in both English and Spanish, outlines for parents

ED 417 871 PS 026 471

Nord, Christine Winquist
Students Do Better When Their Fathers Are Involved at School. Issue Brief.
PUB DATE- 98
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Elementary Secondary Education; *Fathers; *Parent Participation; *Parent School Relationship; Parent Student Relationship; Performance Factors
IDENTIFIERS- National Household Education Survey

Policymakers and educators agree that family involvement in children's education is closely linked to children's school success. An important question, however, is "does fathers' involvement matter, as well?" This issue brief looks at the link between fathers' involvement in their children's schools and kindergartners' through 12th graders' school performance, using data from the National Household Education Survey (NHES) for 1996. Findings indicated that in two-parent households, children are more likely to do well academically, to participate in extracurricular activities, and to enjoy school and are less likely to have ever repeated a grade or to have been suspended or expelled if their fathers have high as opposed to low involvement in their schools. This was also true in father-only households, allowing that children living in single-parent households are, on average, less successful in school and experience more behavior problems than children living in two-parent households. The issue brief concludes by noting that fathers can be a positive force in their children's education, and that in two-parent households, fathers' involvement has a distinct and independent influence on children's achievement over and above that of mothers' involvement. (HTH)

ED 417 872 PS 026 472

Nord, Christine Winquist
Factors Associated with Fathers' and Mothers' Involvement in Their Children's Schools. Issue Brief.
PUB DATE- 98
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Age Differences; Elementary Secondary Education; Parent Aspiration; *Parent Participation; *Parent School Relationship; Parent Student Relationship; Performance Factors; Socioeconomic Influences
IDENTIFIERS- National Household Education Survey

Parent involvement in children's education is important for children's school success; however, not all children have parents who are involved in their schools. This issue brief examines factors that are associated with fathers' and mothers' involvement in their children's schools among children in kindergarten through 12th grade living in two-parent and single-parent families. Findings are drawn from data from the National Household Education Survey (NHES) for 1996. Findings noted include the following: (1) children in elementary school are

ED 417 888 RC 021 442

French, Laurence Armand; Rodriguez, Richard Francis
Project BESTT: A Training Model for Rural, Multicultural, Bilingual Special Education.
PUB DATE- 98
NOTE- 8p.; In: Coming Together: Preparing for Rural Special Education in the 21st Century. Conference Proceedings of the American Council on Rural Special Education (18th, Charleston, SC, March 25-28, 1998); see RC 021 434.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- American Indian Education; Bilingual Education; Cross Cultural Training; Diversity (Student); Elementary Secondary Education; Higher Education; *Inservice Teacher Education; *Masters Programs; Mexican American Education; *Program Development; Rural Education; *Special Education; *Teacher Education Programs
IDENTIFIERS- *Bilingual Special Education; *Mexico United States Border; New Mexico; Western New Mexico University

Rural schools along the New Mexico-Mexico border face unusual challenges in meeting the special education needs of a culturally and linguistically diverse (CLD) population. This population includes Anglo Americans, Mexican Americans, Mexicans, and American Indians. Few school districts have an integrated or coordinated bilingual special education program, and many school personnel working with CLD exceptional children have only provisional endorsements in special or bilingual education. Project BESTT (Bilingual/ESL Special Education Teacher Training project) provides an innovative approach to this problem. Current project participants are 30 special education, regular education, and bilingual education personnel, primarily from minority backgrounds, who are working toward a Master's degree in bilingual special education at Western New Mexico State University. In view of the bilingual, tricultural flavor of the region, a major project goal is to promote cultural sensitivity among trainees. The project seeks to provide nearby school districts with a trained cadre of bilingual special education personnel, and in the long run, to refine and disseminate this preservice Master's degree program in bilingual special education. Steps in program development and strategies to ensure graduates the necessary competencies to work with CLD children are briefly outlined. Contains 23 references. (SV)

ED 417 889 RC 021 443

Bull, Kay Sather; Kimball, Sarah; Stansberry, Susan
Techniques for Developing a Syllabus/Website for a Computer Mediated Learning (CML) Course.
PUB DATE- 98
NOTE- 10p.; In: Coming Together: Preparing for Rural Special Education in the 21st Century. Conference Proceedings of the American Council on Rural Special Education (18th, Charleston, SC, March 25-28, 1998); see RC 021 434.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations)

ED 417 905 RC 021 459

Jones, Doris; Miller, Susan; Medina, Catherine
Parent Support Services on the Navajo Reservation.
PUB DATE- 98
NOTE- 8p.; In: Coming Together: Preparing for Rural Special Education in the 21st Century. Conference Proceedings of the American Council on Rural Special Education (18th, Charleston, SC, March 25-28, 1998); see RC 021 434.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *American Indian Reservations; *Delivery Systems; Disabilities; Elementary Secondary Education; Family Needs; *Family Programs; Human Services; *Navajo (Nation); Needs Assessment; Rural Areas; Special Education; Surveys
IDENTIFIERS- *Access to Services; *Family Support; Kayenta Unified School District AZ; Pinon Unified School District AZ; Service Utilization

A study examined the degree to which families with disabled children in remote areas of the Navajo Reservation were aware of and used family support services. Twenty-five undergraduate students enrolled in special education teacher training courses designed, implemented, and assisted in data analysis. Interviews and surveys were completed by 89 parents, educators, and professionals from community agencies in the Kayenta Unified School District and the Pinon Unified School District (Arizona). Over 70 percent of the participants were Navajo. Separate surveys/interviews for educators, parents, and community agencies covered relationship to child; nature of child's disability; types, use, and availability of support services; referral practices; and support service eligibility. Results showed that parents were well informed of the services available to their children and were using the services. It appeared that collaboration between the school systems and various agencies facilitated awareness and use of services. Parents indicated a need for more organized activities for their children, a good working public library, and a parent newsletter. Includes survey/interview questions. (SAS)

ED 417 906 RC 021 460

Fishbaugh, Mary Susan E.; Christensen, Linda
Keeping Qualified Special Educators under the Big Sky.
PUB DATE- 98
NOTE- 8p.; In: Coming Together: Preparing for Rural Special Education in the 21st Century. Conference Proceedings of the American Council on Rural Special Education (18th, Charleston, SC, March 25-28, 1998); see RC 021 434.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Alternative Teacher Certification; Elementary Secondary Education; Higher Education; *Inservice Teacher Education; Mentors; Participant Satisfaction; *Program Attitudes; Program Evaluation; Rural Areas; *Rural Education; Special Education; *Special Education Teachers
IDENTIFIERS- *Montana

In response to a shortage of special education teachers in Montana, a pilot emergency endorsement program (Office of

ED 417 922 RC 021 491

Padilla, Felix M.
The Struggle of Latino/a University Students: In Search of a Liberating Education.
PUB DATE- 97
NOTE- 253p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- Classroom Communication; *College Students; *Consciousness Raising; Cooperative Learning; Ethnic Relations; *Ethnic Studies; Ethnicity; Ethnography; Group Experience; Higher Education; *Hispanic Americans; *Learner Controlled Instruction; *Student Empowerment; Student Experience; Student Journals
IDENTIFIERS- Hispanic American Students; Latinas; Latinos; Northeastern University MA

Based on a 3-year ethnographic study of college students in a Latino Studies course, this book tells the story of how the students navigated their academic life in a predominantly White university to construct their own education. Drawing on the principles of critical pedagogy, the course, "Sociology of Latino/a Culture and Identity," sought to foster a critical perspective on learning and an understanding of the importance of education as a practice for freedom. The students created the class syllabus based on themes that they wished to explore, identified information sources, worked in groups that reported back to the class, and reflected on their progress and on classroom interactions in journal entries. In the course of doing research, the students became aware of the lack of information sources on the Latino community, and came to realize the validity of their own experiences and those of their family and friends as learning resources. The students were primarily Latino (Puerto Rican, Mexican American, Cuban American, South American) but included some Anglo, Asian American, and African American students. The book draws extensively on student journal entries, which demonstrate the students' struggle as they jointly examined their own and each other's personal histories and attitudes and awakened to a critical consciousness that would not accept their prior uninformed experience. Contains 31 references and an index. (SV)

ED 417 923 RC 021 492

Rogers, Mary Beth
Cold Anger: A Story of Faith and Power Politics.
PUB DATE- 90
NOTE- 226p.; Introduction by Bill Moyers.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060)
DESCRIPTORS- *Activism; Adult Education; Citizen Participation; Community Action; *Community Leaders; Community Organizations; Empowerment; *Leadership Training; *Mexican Americans; Political Power; *Politics; Popular Education; *Religious Factors; Workshops
IDENTIFIERS- *Industrial Areas Foundation; Liberation Theology; Social Justice; Texas (San Antonio)

Almost unnoticed, growing numbers of working poor people are entering politics at the community level in dozens of major cities in Texas and across the United States. These people are unusual because they view politics as a long-term process to

ED 417 943 SE 061 225

Goel, Ved, Ed.; Burton, Leone, Ed.
Mathematics as a Barrier to the Learning of Science and Technology by Girls. Report of a Conference, (Ahmedabad, India, January 11-12, 1996).
PUB DATE- 96
NOTE- 123p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Cultural Influences; Elementary Secondary Education; Enrollment Influences; *Females; Foreign Countries; Mathematics Anxiety; *Mathematics Education; Science Education; *Sex Differences; *Technology Education

Many Commonwealth countries are concerned about gender factors in mathematics and science education. Labor market statistics in many developing countries show greater participation rates for men in science in general and in numerically-based disciplines in particular. Available evidence indicates that gender biases account for the difficulties girls experience in learning mathematics and for the barriers to their later entry into, and good performance in, science and technology education. This report is the product of a two-day conference which addressed the issue of mathematics as a barrier to learning science and technology amongst girls. It was organized as a follow-up to the 8th International Conference of Gender and Science and Technology (GASAT). The conference was convened to explore the interrelationships between the teaching of mathematics and of science and technology in the context of gender and to identify those areas worthy of further study in Commonwealth countries. This report provides the perspectives of many distinguished researchers and practitioners from the Commonwealth with diverse cultural, linguistic, and ethnic backgrounds which play an important role in the choices that girls and boys make in school and in the way that schools and teaching are organized. Teachers, teacher educators, researchers and other interested readers are provided with an overview of the influence of mathematics on gender differences in participation and achievement in science and technology teaching. It also points to directions for further investigation. Chapters include: (1) "Mathematics as a Barrier To the Learning of Science by Females" (Leone Burton); (2) "Mathematics Performance in Botswana Public Examinations: Implications for Girls' Participation in Science-Oriented Careers" (K.G. Garekwe); (3) "Mathematics as a Barrier To Learning Science and Technology among Girls in Dominica (Eastern Caribbean)" (Ezra Blondel); (4) "Participation of Boys and Girls in Mathematics and Science at Secondary School Level in India" (A. Vasantha); (5) "Enhancing Women's Participation in Mathematics Education" (G.C. Vora); (6) "Girls, Mathematics, Science and Technology Education in Kenya" (Esther N. Kioko); (7) "Mathematics and the Learning of Science and Technology amongst Girls in Malawi" (Onesmo Joseph); (8) "Mathematics as a Barrier To Learning Science and Technology amongst Girls in Papua New Guinea" (Neela Sukthankar); (9) "Mathematics as a Barrier To Learning Science and Technology amongst Girls" (V.G. Masanja); (10) "Mathematics as a Barrier To Learning Science and Technology amongst Girls in Uganda" (Janet Kaahwa); and (11) "The Relationship between the Learning of Mathematics and the Learning of Science and Technology amongst Girls in Zambia" (Bentry Nkhata). (Author/ASK)

ED 417 965 SE 061 284

Harris, Mary
Common Threads: Women, Mathematics, and Work.
PUB DATE- 97
NOTE- 213p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reference Materials - General (130)
DESCRIPTORS- *Educational History; Elementary Secondary Education; *Ethnicity; *Females; Foreign Countries; *Mathematics Education; National Curriculum; *Needle Trades; Sex Differences; *Sex Stereotypes
IDENTIFIERS- England

Common Threads was the name of an exhibition that drew together a number of views on mathematics and displayed them operating in the activity deemed most devoid of them. It demonstrated and challenged both gender stereotypes with its evidence that needlework is full of mathematics. This book tries to place Common Threads and its influence within the historical context of the development and spread of mathematics education in England and beyond while tracing the history of the education of girls and women and the effects of their work with textiles on their school curricula. The first 2 chapters sketch the 2000 years of history of how needlework and mathematics came to stereotypes in polar opposition. Chapters 3 and 4 trace the effect of these histories in the curriculum of working and middle classes respectively during the period when the national system of education was begun in England and Wales. Chapter 5 attempts to bring the story up to date. In Chapter 6, attempts to demolish the stereotypes are introduced and an educational program is presented that develops mathematics from within traditional feminine skills. Chapter 7 discusses some of the effects of this work in the classroom. Chapters 8 and 9 explore some of the international hegemonies of mathematics education and discuss the work of the Common Threads tour. Chapter 10 attempts to tie all the threads together again. (ASK)

ED 417 966 SE 061 290

McLure, Gail T.; Sun, Anji; Valiga, Michael J.
Trends in Advanced Mathematics and Science Course Taking and Achievement among ACT-Tested High School Students: 1987-1996.
PUB DATE- 97
NOTE- 68p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Course Selection (Students); Cultural Differences; *Ethnicity; High School Students; High Schools; *Mathematics Education; *Science Education; Sex Differences; Social Influences; *Test Results; Test Score Decline
IDENTIFIERS- *ACT Assessment

This study investigated changes between 1987 and 1996 in the proportions of ACT-tested students taking or planning to take high school mathematics and science courses prior to high school graduation. The changes in course-taking patterns among racial/ethnic and gender subgroups were also compared. The seven courses studied were Algebra II, Geometry, Trigonometry, Calculus, Other Advanced Mathematics, Chemistry, and Physics. In general, the percentages of students taking advanced mathematics and science courses increased for all racial/ethnic

ED 417 988 SE 061 337

Chin, Chi-Chin; Tuan, Hsiao-Lin
The Development of STS Modules--Taiwanese Teachers' Beliefs and Their Work in Utilizing the Resources of Science Museum.
PUB DATE- 98
NOTE- 24p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (71st, San Diego, CA, April 19-22, 1998).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Action Research; *Educational Resources; Educational Strategies; Elementary Secondary Education; Foreign Countries; *Knowledge Base for Teaching; *Museums; Relevance (Education); *Science and Society; Science Education; *Science Teachers; *Teacher Attitudes; Theory Practice Relationship
IDENTIFIERS- Taiwan

The purpose of this study was to investigate the growth of teachers' beliefs through being involved in the process of developing science, technology, and society modules based on the educational resources of a science museum in Taiwan. Action research was the source of data from two elementary and two secondary science teachers who participated in the module-developing work. Findings indicate that teachers' work is influenced by their prior knowledge of the science, technology and society curriculum; their beliefs in teaching; and the educational environment in Taiwanese society. Teachers persist in their original beliefs and the ways in which they utilize museum resources. The need for the development of inservice programs emphasizing both content and strategies in utilizing the resources is also indicated. These programs could assist teachers in developing the ability to connect with the informal settings. Contains 18 references. (Author/DDR)

ED 417 989 SE 061 338

Cheng, Shiu-Shan; Chang, Wen-Hua; Chiang, Wu-Hsiung; Guo, Chorng-Jee
Development of a Professional Development Program for Science and Mathematics Teachers--An Action Research.
PUB DATE- 98
NOTE- 21p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (71st, San Diego, CA, April 19-22, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Action Research; *Constructivism (Learning); Elementary Secondary Education; Foreign Countries; *Inservice Teacher Education; Mathematics Education; Professional Development; *Science Education; *Secondary School Mathematics; *Secondary School Science; *Teacher Attitudes; Teaching Methods
IDENTIFIERS- Taiwan

In an effort to improve a summer professional development program for inservice secondary mathematics and science teachers in Taiwan, a three-year action research project has recently been completed. The program attempted to provide participating teachers with a better theoretical and practical understanding of teaching and learning based on the constructivist perspective, thereby allowing them to instruct students using

ED 418 010 SO 028 421

Dick, James; Blais, Jeffrey; Moore, Peter
Civics and Government. Focus on Economics. Economics America.
PUB DATE- 96
NOTE- 115p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Citizen Participation; Citizen Role; Citizenship; *Civics; *Consumer Education; Current Events; *Economics; *Economics Education; Global Education; Macroeconomics; Microeconomics; Political Science; Secondary Education; Social Studies; *United States Government (Course)

This book helps students make essential connections between economics and civics/government by asking the philosophical questions of government's role in the economy and the relationship between economic freedom and political freedom. The set of lessons include: (1) "How Has the Constitution Shaped the Economic System in the United States?"; (2) "Is Economic Freedom a Necessary Condition for Political Freedom?"; (3) "What are the Costs and Benefits of Voting?"; (4) "What are the Economic Functions of Government?"; (5) "How Has Federal Government Spending Changed?"; (6) "How Can Changes in the Federal Government's Budget Stabilize the Economy?"; (7) "Who Should Control the Money Supply--the U.S. Congress or the Federal Reserve?"; (8) "To What Extent Do Economic Conditions Determine the Outcome of Presidential Elections?"; (9) "How Are Economic Solutions to Pollution Different from Political Solutions?"; (10) "Why Does the Federal Government Give Money to State and Local Governments?"; (11) "What Can the Government Do About Unemployment?"; (12) "Why Isn't Income Distributed More Equally?"; (13) "Whose Interest is Being Served?"; (14) "Do Economic Forces Lead Immigrants to the United States?"; (15) "Why Would Governments Limit International Trade?"; and (16) "How Can Economic Sanctions Be Part of U.S. Foreign Policy?" Each lesson includes core concepts, objectives, materials needed, lesson description, procedure, and closure. (EH)

ED 418 011 SO 028 422

United States & New York State History, Grade 8. A Multicultural Perspective. Volume I.
PUB DATE- 94
NOTE- 284p.; For volumes 2 and 3, see SO 028 423-424. Reproduced photographs may not be clear.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Family History; Grade 8; *Immigration; Instructional Materials; Junior High Schools; Middle Schools; *Multicultural Education; *Social History; Social Studies; *State History; *United States History
IDENTIFIERS- *New York

This curriculum resource guide allows students to interpret key historical events and trends from the perspectives of a variety

ED 418 032 SO 028 710

Bodenlos, Kathleen Ann; Mack, Gail Ann
Integrating the Musical Intelligence in a First Grade Classroom.
PUB DATE- 97
NOTE- 78p.; M.A. Action Research Project, Saint Xavier University IL.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Action Research; Grade 1; *Music; *Music Appreciation; *Music Education; *Music Teachers; Primary Education

This report describes a program for integrating the musical intelligence in a first-grade classroom curriculum in a primary K-2 school in a northern suburb of Chicago, Illinois. The utilization of the musical intelligence in the classroom is documented with attitudinal surveys, checklists, music journals and teacher observations. Music intelligence is not often taught in schools, or is taught in isolation, resulting in students' musical intelligence not being developed and music being considered a frill instead of a basic. The development and implementation of an educational program to address the problem would integrate music across the curricula to increase music awareness and musical intelligence. It would also reach students with different abilities to enhance music attitudes and overall learning. Post-intervention data indicates an increase in the use of the musical intelligence in the classroom and integration of music across the curricula. This has resulted in an increase in musical awareness, enjoyment, skill, and confidence, more positive musical attitudes, and enhanced overall learning. Appendices include the teacher and student surveys, story song books, and parent survey. Contains 35 references. (Author/EH)

ED 418 033 SO 028 711

Barton, Keith C.; Levstik, Linda S.
Middle Graders' Explanations of Historical Significance.
PUB DATE- 97
NOTE- 46p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *History Instruction; Intermediate Grades; Junior High Schools; Knowledge Level; *Middle Schools; Social Studies; Student Attitudes; *United States History
IDENTIFIERS- *Middle School Students

This study investigates middle graders' understanding of significance in United States history through open-ended interviews with 48 students in grades 5-8. Students were presented with a set of captioned historical pictures and asked to choose the one important enough to include on a timeline of the last five hundred years, and to explain their choices. Students' choices focused primarily on the origin and development of the political and social structure of the United States, and their explanations pointed to steadily expanding rights and opportunities as a central theme in U.S. history. At

ED 418 054 SP 037 843

Rodriguez, Yvonne E.; Sjostrom, Barbara R.; Alvarez, Idalis
Critical Reflective Teaching: A Constructivist Approach to Professional Development in Student Teaching.
PUB DATE- 98
NOTE- 28p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (New Orleans, LA, February 25-28, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Students; *Constructivism (Learning); *Critical Thinking; Elementary Education; Elementary School Teachers; Higher Education; Journal Writing; *Nontraditional Students; Preservice Teacher Education; *Reflective Teaching; Student Journals; *Student Teacher Attitudes; Student Teachers; *Student Teaching
IDENTIFIERS- *Reflective Thinking

This paper compares the professional beliefs and teaching behaviors of traditional and nontraditional/adult teacher candidates during their student teaching experience. Data for the study came from 45 elementary student teachers' structured, weekly autobiographical critical reflections written during their student teaching. Participants were predominantly white females who ranged in age from 20 to 47 years. The reflections facilitated their ability to examine their assumptions, operational theories, and focus issues, illustrating the self-evaluation dynamics of becoming critically reflective beginning teachers. Students were given structured questions that guided their weekly reflections. Analysis of the journal entries, observations of student teaching, and pre- and post-lesson interviews provided data for the study. Results indicated that there were marked differences in the developmental process of becoming a teacher. Most nontraditional students entered the experience with more self-confidence and were convinced they wanted to teach after a week in the schools, whereas most traditional candidates expressed doubts about ever becoming teachers. Despite their doubts, the traditional students were rated as highly as their nontraditional counterparts in the teacher education program's competencies and requirements. Nontraditional students viewed and interacted with cooperating teachers as peers and friends, whereas traditional candidates felt they could not overstep boundaries. Nontraditional candidates were more career focused. (Contains 25 references.) (SM)

ED 418 055 SP 037 844

Oregon's Content Standards 1997-1998. Introductory Packet.
PUB DATE- 98
NOTE- 165p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Standards; *Competency Based Education; Curriculum Development; Elementary Secondary Education; *Minimum Competencies; Minimum Competency Testing; *State Standards; Student Certification; Student Evaluation; Students;

ED 418 071 SP 037 861

Haile, Penelope J.

Teacher-Student Collaboration To Create a Curriculum-Based Web Page.

PUB DATE- 98

NOTE- 41p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (50th, New Orleans, LA, February 25-28, 1998).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Computer Uses in Education; *Cooperative Planning; Curriculum Development; Educational Technology; Elementary Secondary Education; Librarians; *Media Specialists; Program Evaluation; Student Participation; Students; *Teacher Student Relationship; Teachers; *World Wide Web

IDENTIFIERS- Hofstra University NY; *Home Pages

This paper describes a Hofstra University (New York) project, funded by the Corporation for Public Broadcasting (CPB), that involved teacher-student collaboration to develop a curriculum-based web page. Seventeen school districts participated in a 12-hour training program to teach school-based teams (one school library media specialist and two students) to create World Wide Web home pages for their schools. The home pages were designed to be curriculum-based sites for augmenting classroom instruction. Teams attended Hofstra University for four biweekly, hands-on sessions on creating and maintaining home pages. Each team prepared two projects. At the conclusion, three outside experts critiqued teams' efforts and provided constructive feedback. Participants completed short questionnaires on their reactions to the project. School administrators completed telephone surveys on their reactions. School teams' Web pages were reviewed during the following academic year. Several media specialists and students were greatly empowered by the training. Most teams incorporated two or more interesting features into their Web pages. A quarter of the teams had difficulty with very rudimentary aspects of the task, and the short training did not provide enough time, with guidance and instruction, to succeed. The project did not result in any changes in the area of curriculum. The two appendixes present a sample letter to the Superintendent of Schools explaining the Web Page Training Program and the CPB grant curriculum. (SM)

ED 418 072 SP 037 862

Guffey, J. Stephen; Rampp, Lary C.; Bradley, Mary Jane

Technology Staff Development: Triage Using Three Mastery Levels.

PUB DATE- 98

NOTE- 11p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Computer Literacy; *Computer Uses in Education; *Educational Technology; Elementary Secondary Education; *Faculty Development; Inservice Teacher Education; Teacher Improvement; Teacher Participation; Teachers

The technology triage is a workable paradigm for straightforward school-site/school-district implementation of technology

ED 418 089 SP 037 881

Starck, Thomas L.
Portfolio Analysis: A Survey of Teacher Attitudes and Knowledge.
PUB DATE- 96
NOTE- 19p.; Paper presented at the Annual Conference of the College Reading Association (November 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Education; Evaluation Methods; Intermediate Grades; Junior High Schools; *Language Arts; Middle Schools; *Portfolio Assessment; Reading Skills; Secondary School Teachers; *Student Evaluation; *Teacher Attitudes
IDENTIFIERS- Memphis City Schools TN; Shelby County Schools TN; *Teacher Knowledge

This study evaluated teachers' attitudes toward, reactions to, and knowledge of using portfolios in language arts classrooms. In May 1996, sixth, seventh, and eighth grade teachers in city and county public schools in Memphis, Tennessee, completed a 14-item questionnaire that asked: (1) if they currently used portfolios in evaluating language arts and reading skills, (2) what training they had received in portfolio use, and (3) problems they foresaw in using portfolios. The questionnaire also asked teachers to agree or disagree with several statements about portfolios and their uses. Finally, the questionnaire asked teachers to provide information on years of teaching experience and highest level of education completed. Data analysis indicated that only 24 percent of the respondents currently used portfolios in their classes, and 57 percent had no training in portfolios use. A total of 70 percent agreed that portfolios produced more representative pictures of student abilities than standardized tests. Half of the teachers agreed that using portfolios would increase students' skill levels in reading and language arts. Most teachers agreed that there needs to be more teacher training to explain portfolios' functions and benefits. Problems teachers foresaw in portfolio use included assigning grades to portfolios, allotting time to efficiently using portfolios, and keeping paperwork organized. Two appendixes present the questionnaire and a table with survey results. (Contains 14 references.) (SM)

ED 418 090 SP 037 882

Darling-Hammond, Linda
The Right To Learn: A Blueprint for Creating Schools That Work. The Jossey-Bass Education Series.
PUB DATE- 97
NOTE- 394p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Academic Standards; Access to Education; Change Strategies; Democratic Values; *Educational Change; Educational Improvement; *Educational Policy; *Educational Quality; Elementary Secondary Education; Excellence in Education; Public Education; Teacher Qualifications
IDENTIFIERS- Learner Centered Instruction

This book describes how the U.S. can radically improve not only individual schools but its overall system of education. The book examines the lessons of history and the expanding

ED 418 108 TM 028 202

Ingels, Steven; Dowd, Katy
National Education Longitudinal Study of 1988: Second Follow-up Questionnaire Content Areas and Research Issues. Working Paper Series.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 95
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Cognitive Tests; Cohort Analysis; Dropouts; Equal Education; *Followup Studies; Grade 8; Junior High Schools; *Longitudinal Studies; National Surveys; Parent Participation; *Questionnaires; *Research Methodology; School Effectiveness; Tables (Data)
IDENTIFIERS- *National Education Longitudinal Study 1988

The National Education Longitudinal Study of 1988 (NELS:88) provides a wealth of information about factors that influence academic performance and social development of students. The focus of this content overview is the research issues addressed by the NELS:88 second followup in 1992. In 1988, by surveying nearly 25,000 eighth graders, their parents, teachers, and principals, baseline information was obtained. In 1990, the first followup was conducted, and in 1992, the second followup of this cohort occurred. At the student level, this followup collected a third set of scores on the cognitive battery, providing measures of cognitive growth, and information about educational processes and individual plans for the future. The first section of this report contains discussions of content areas and corresponding questions in the NELS:88 Second Followup for Student, Dropout, and School Questionnaires in the following categories, presented in table form: (1) equity/access/choice; (2) cognitive growth; (3) tracking dynamics; (4) dropping out; (5) transition patterns; (6) school effectiveness; and (7) parental involvement. The second section contains discussions of the content areas and corresponding questions for Student, Teacher, and Parent Questionnaires in the same seven categories. A list of technical documentation and analysis reports on the NELS:88 is attached. (SLD)

ED 418 109 TM 028 203

Ingels, Steven; Baldridge, John
National Education Longitudinal Study of 1988: Conducting Trend Analyses of NLS-72, HS&B, and NELS:88 Seniors. Working Paper Series.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 95
NOTE- 58p.; For companion monographs discussing NELS trend comparisons, see TM 028 204 and 028 205.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Cohort Analysis; *Comparative Analysis; *Educational Trends; *High School Seniors; Institutional Characteristics; Longitudinal Studies; National Surveys; Response Rates (Questionnaires); Sampling; Secondary Education;

ED 418 126 TM 028 220

Dawson, Thomas E.
Structural Equation Modeling versus Ordinary Least Squares Canonical Analysis: Some Heuristic Comparisons.
PUB DATE- 98
NOTE- 42p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Correlation; Equations (Mathematics); Heuristics; *Least Squares Statistics; Mathematical Models; *Multivariate Analysis; *Structural Equation Models

This paper describes structural equation modeling (SEM) in comparison with another overarching analysis within the general linear model (GLM) analytic family: canonical correlation analysis. The uninitiated reader can gain an understanding of SEM's basic tenets and applications. Latent constructs discovered via a measurement model are explored and the structural models that "connect" latent constructs are described. In addition to reviewing SEM constructs, the paper uses the analysis of a heuristic data set to show how SEM as the most general analytic approach subsumes canonical correlation analysis (CCA) as a special case, even though canonical correlation analysis in turn itself subsumes other parametric methods (e.g., t-tests, analysis of variance, regression, multivariate analysis of variance, and discriminant analysis) as special cases. An appendix contains an illustration that SEM subsumes CCA. (Contains 1 table, 4 figures, and 21 references.) (Author/SLD)

ED 418 127 TM 028 221

Kieffer, Kevin M.
Some Comments on Analytic Traditions in EFA As against CFA: An Analysis of Selected Research Reports.
PUB DATE- 98
NOTE- 70p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 1998).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Construct Validity; Factor Analysis; *Factor Structure; Heuristics; Literature Reviews; *Research Reports; Tables (Data)
IDENTIFIERS- *Confirmatory Factor Analysis; Data Reduction Methods; *Exploratory Factor Analysis

Factor analysis has historically been used for myriad purposes in the social and behavioral sciences, but an especially important application of this technique has been to evaluate construct validity. Since in the present milieu both exploratory factor analysis (EFA) and confirmatory factor analysis (CFA) are readily available to the researcher, it is interesting to note several differences in the analytic traditions between the two techniques, even though they are both part of a single general linear model. This paper presents heuristic data to compare these two analytic methods, in addition to discussing recent published exemplars of both practices. The methods are compared with a dataset from K. Holzinger and F. Swineford (1939). EFA

ED 418 147 TM 028 245

Singer, Judith D.; Willett, John B.
Methodological Issues in the Study of Teachers' Careers: Critical Features of a Truly Longitudinal Study. Working Paper Series.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 96
NOTE- 99p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Careers; *Data Collection; Elementary Secondary Education; *Longitudinal Studies; National Surveys; *Research Design; Research Methodology; Sampling; *Teachers; *Teaching (Occupation)
IDENTIFIERS- National Center for Education Statistics

The National Center for Education Statistics (NCES) is exploring the possibility of conducting a large-scale multi-year study of teachers' careers. The proposed new study is intended to follow a national probability sample of teachers over an extended period of time. A number of methodological issues need to be addressed before the study can be initiated. In considering these issues, this report offers critiques of a variety of alternative designs. Section 2, following an introduction, reviews the research content and goals of the proposed study, identifying four principal substantive gaps in current knowledge about the teaching career: (1) teacher quality; (2) teachers' work contexts; (3) teachers' work lives; and (4) teachers' career paths. The following sections offer both general and specific recommendations on the design of the proposed study. Section 3 sets forth general proposals, identifying a set of important design principles. Sections 4, 5, and 6 provide concrete recommendations for specific aspects of the proposed design. A particular focus is designating the target population and the specific sample to be tracked. Other points of interest are the length and periodicity of data collection. Section 6 comments on some survey implementation issues that will arise as NCES expands its data collection beyond current cross-sectional and 1-year follow-up studies. (Contains 2 tables, 9 figures, and 52 references.) (SLD)

ED 418 148 TM 028 246

Schools and Staffing Survey (SASS): 1995. Selected Papers Presented at the Meeting of the American Statistical Association (Orlando, Florida, August 13-17, 1996). Working Paper Series.
PUB DATE- 96
NOTE- 94p.; For related document, see ED 417 222.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Elementary Secondary Education; Least Squares Statistics; *Longitudinal Studies; National Surveys; Private Schools; Public Schools; *Research Design; Research Methodology; Responses; *Statistical Analysis; Tables (Data)
IDENTIFIERS- American Statistical Association; *Schools and Staffing Survey (NCES)

The papers were presented at the Social Statistics Section, the Government Statistics Section, and the Section on Survey Research Methods. The following papers are included in the

ED 418 165 UD 032 224

Blank, Rolf K.; Manise, Jennifer Gifford; Brathwaite, Barbara C.
State Education Indicators with a Focus on Title I, 1997.
PUB DATE- 97
NOTE- 247p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Compensatory Education; Disabilities; Elementary Secondary Education; Poverty; Professional Development; *Profiles; Public Schools; Standards; *State Norms; State Surveys; *Student Characteristics; Teacher Education; Teachers
IDENTIFIERS- *Educational Indicators; *Elementary Secondary Education Act Title I

This report presents information across states on a number of education indicators. It offers state profile information about students and their achievement, teachers, and standards for student learning. It also includes special data about the education of children in poverty and the assistance they receive toward achieving state standards through Title I, the largest single federal education program. A particular feature of this edition is the display of trend data state-by-state. Indicators were selected through consultation with states, education researchers, data managers, and educators. For each state profile, indicators are grouped under five headings. The first, state context, gives a picture of the characteristics of each state that affect public education strongly. Information is reported on the development and use of state content standards, central to Title I plans and programs, as well as on teacher preparation and professional development. The third heading, school and teacher demographics, presents information from the Common Core of Data. The fourth heading, student demographics, includes information on students by race and ethnicity, as well as information about students with disabilities, limited English proficient students, and migrant students. The final heading, student achievement, provides state information about academic achievement. Profiles are included for the 50 states and the District of Columbia. Four appendixes present a summary of state standards, student achievement results for the states, achievement results disaggregated by student characteristics, and National Assessment of Educational Progress definitions and information. Sources for the data are reviewed in a separate section. Each state profile contains three graphs. (SLD)

ED 418 166 UD 032 225

Attles, Henrietta S. Evans
The Effects of Homelessness on the Academic Achievement of Children. Children of Poverty. Studies on the Effects of Single Parenthood, the Feminization of Poverty, and Homelessness.
PUB DATE- 97
NOTE- 93p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *Academic Achievement; *Achievement Tests; Case Studies; *Disadvantaged Youth; *Elementary School Students; *Homeless People; Intermediate Grades; Junior High Schools; Public Schools; Tables (Data); Urban Schools; *Urban Youth

ED 418 183 UD 032 243

Grayson, Sandra M.
Paige Academy--Continuing a Tradition of Academic Success in the Black Community: An Interview with Angela Paige Cook and Joe Cook. Occasional Paper No. 37.
PUB DATE- 96
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Black Community; Black Culture; *Black Students; Curriculum; *Day Care; Elementary Education; *Elementary Schools; Nutrition; *Parent Participation; Private Schools; Program Development; Teaching Methods; *Urban Schools
IDENTIFIERS- *Afrocentrism

One of the few independent black schools in New England is Paige Academy, a school that is largely based on an African-centered pedagogy. Founded in 1975, the school was initially established as a day care center, and later expanded to include an elementary school, while retaining its infant and toddler day care. The Paige Academy now enrolls 150 students. Students take a variety of courses, including computer technology, English, history, social studies, and science. Another important aspect of Paige Academy is its emphasis on nutrition. The school uses an algae-based supplement and a vegetarian diet to improve the quality of children's nutrition and academic performance. In this interview Angela Paige Cook and Joe Cook, founders (with five other educators) of the academy discuss the establishment and development of the school and the ways in which they have been able to ensure that students at the Academy receive a quality education. These educators think that self-esteem is the main ingredient in preparing students to conquer challenges. Parents are required to participate and the school's teachers make home visits. The Paige Academy's educational philosophy is influenced by the Nguzo Saba, the seven principles of Kwanza. The emphasis is African-centered and multicultural, with three languages spoken daily (English, French, and Spanish). The vision of the educators at the Paige Academy is to make an impact on the African American and urban communities through their model of education in which the community decides what the standards ought to be. (SLD)

ED 418 184 UD 032 244

Jennings, James
Theory, Praxis, and Community Service: Cornerstones of Black Studies. Occasional Paper No. 23.
PUB DATE- 93
NOTE- 23p.; Based on a presentation at the 20th anniversary celebration of Cornell University's African Studies and Research Center, March 1990.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Black Students; *Black Studies; Educational Practices; Educational Research; *Educational Theories; *Higher Education; Intellectual Disciplines; Multicultural Education; *Scholarship
IDENTIFIERS- *Community Service; *Praxis

Community-based research in Black Studies is a general phrase had the lowest levels of library anxiety. In addition, these students tended to visit the library either to study for a test, to read current newspapers, to read their own textbook, to use computerized indexes and online facilities, or to meet friends. The implications of these findings are discussed, as are recommendations for future research. (Contains 15 references.) (Author)

ED 417 736   IR 056 963

Yoo, Joyce H.
The Educational Impact of the School Library.
PUB DATE- 98
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Access to Information; *Educational Change; Educational Finance; Elementary Secondary Education; Futures (of Society); Librarians; *Library Development; Library Funding; *Library Role; Library Services; Literacy; *School Libraries; User Needs (Information)

This paper examines the purpose and history of the school library in the United States, and specifically in California, and discusses concerns and issues that need to be addressed to ensure that school libraries have a place in the future. The paper concludes that excellent school librarians are essential in ensuring that all young people have access to the reading materials that will help them become literate; school libraries must be at the core of any school plan to improve reading skills. School reform is needed to assist the declining library collections and services, especially at the elementary and junior high schools. Research shows that the size of a school's library staff and collection is a strong predictor of academic achievement. More funding is necessary to provide these resources. Recommendations are listed for: community support, funding, library collection development, needs of limited English students, reading, staff, materials selection, and communication. (Contains 61 references.) (AEF)

ED 417 737   IR 056 964

South Carolina State Library Annual Report, 1996-1997.
PUB DATE- 97
NOTE- 75p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reference Materials - Directories/Catalogs (132),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Grants; Interlibrary Loans; *Library Collection Development; Library Expenditures; Library Funding; Library Networks; Library Personnel; *Library Services; *Library Statistics; Mission Statements; Outreach Programs; *Public Libraries; Shared Resources and Services; State Libraries
IDENTIFIERS- Library History; *South Carolina State Library

This report summarizes the activities of the South Carolina State Library for 1996-1997. Sections include: (1) library governance and mission statement; (2) brief library history; (3) details about the organization and operations of the library, including a description of each of the six departments with a list of employees and their titles, an organizational chart, highlights of the year, a financial statement, and chart illustrating total expenditures; (4) data on library services to state

Conference: A Meeting of the Minds (Australia, 1996); see IR 056 989.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Networks; Computer System Design; *Computer Uses in Education; Educational Equipment; Educational Technology; Elementary Secondary Education; Foreign Countries; Guidelines; Information Management; *School Libraries; Strategic Planning; *World Wide Web
IDENTIFIERS- *Web Pages

Two papers addressing the practicalities of developing and managing a Web page include: "Managing a Web Node" (John Messing), and "Creating and Managing a School Library Web Page" (John Carr). The first paper discusses five areas in planning/managing a Web page: skills required; hardware and software requirements; planning process; pitfalls to avoid; and maintenance requirements. The second paper outlines six lessons for creating and maintaining a school library Web page. (AEF)

ED 417 759 IR 056 995

What Students Produce from the Net: Assessing Their Work.
PUB DATE- 96
NOTE- 8p.; Topic F in: Proceedings of the ITEC Virtual Conference: A Meeting of the Minds (Australia, 1996); see IR 056 989.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Elementary Secondary Education; *Evaluation Methods; Foreign Countries; Information Literacy; *Information Sources; Information Technology; *Internet; Library Role; *Student Evaluation; *Student Research; Teacher Role; Teaching Methods
IDENTIFIERS- *Authentic Assessment; Teacher Librarians

Two papers that examine how to assess students' work in this age of electronic information sources include: "Students on the Net: Enhancing Learning through Authentic Assessment" (James Henri); and "Assessing Students' Work from the Net: An Impossible Dream?" (Paul Lupton) The first paper notes the problem of parents doing students' work, and presents a case for using authentic assessment to provide a reliable measure of students' understanding. Because of its emphasis on real-life learning and reflection on that learning, authentic assessment changes content and teaching strategies. The key to authentic assessment in the age of the Internet is to relate learning tasks to the real world of the student. The second paper examines what constitutes work which can be assessed as an accurate indication of legitimate student work, irrespective of the original information sources, or means of publication. After outlining three principles of assessment, the paper suggests some whole-of-school strategies which can be employed to monitor student use and application of information resources, including electronic information. The role of the teacher-librarian is also discussed. (AEF)

ED 417 760 IR 056 996

Meeting the Professional Information Needs of Teacher Librarians.

administrators requesting information on sabbatical practices at their college, their perceptions of the process, and desired outcomes. Study findings, based on 62 usable responses, included the following: (1) 33 of the administrators indicated that their colleges offered sabbatical programs, with 14 of these requiring submission of sabbatical reports upon completion of the experience; (2) at 19 colleges, the main purpose for offering sabbaticals was the improvement of teaching, while at 12 the emphasis was on improving research skills; (3) with respect to the benefits of sabbaticals, the administrators agreed most that faculty "felt a sense of rejuvenation and reward," "became up-to-date," and "felt as though their professional life had been substantially enriched"; (4) the lowest-rated benefit was that faculty "became caught up on their research and writing schedule"; (5) 42 of the respondents identified teaching improvement as the primary desired outcome of the experience; and (6) administrators at colleges with no sabbatical program were much less likely than those at colleges offering them to view research productivity as a benefit of sabbaticals. Data tables cover sabbatical practices and administrative perceptions; three are appended. (BCY)

ED 417 779 JC 980 176

Gibson-Benninger, Barbara
Vocational and Technical Education in the Netherlands: Changes and Challenges.
PUB DATE- 98
NOTE- 25p.; Paper presented at the Annual Meeting of the Council for the Study of Community Colleges and the Annual Conference of the American Association of Community Colleges (Miami, FL, April 23-25, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Attitudes; Change Strategies; *Educational Change; Educational Policy; *Emotional Adjustment; Foreign Countries; *Institutional Autonomy; Institutional Mission; *Mergers; Postsecondary Education
IDENTIFIERS- *Hoger Beroepsonderwijs; *Netherlands

Higher education in the Netherlands is divided into three sectors: traditional universities; schools for higher occupational education, known as "hoger beroepsonderwijs," or HBOs; and the Open University, which offers both university and HBO degrees for students unable or unprepared to attend traditional institutions. The HBO system, having evolved from guild courses in the 19th century, was formally established in 1963. By 1983, there were 348 HBOs, but it had become evident that many of the institutions were too small to have any managerial strength and too restricted in course offerings. Subsequent policy changes mandated that HBOs achieve minimum enrollments of 600 students through institutional mergers, that they operate with increased autonomy, and that they increase efficiency. To determine issues associated with the mergers, related literature was reviewed and three HBOs representing different approaches to the merger process were visited and interviews were conducted with rectors and other high-ranking administrators. Based on the literature and interviews, the three institutions all experienced a certain psychological difficulty adjusting to the mergers, although there were definite advantages to the process, such as increased autonomy part presents a report from the Senate President, a financial statement, lists of goals and committee priorities for 1996-97, and minutes from the Senate's fall 1996 and spring 1997 sessions. The second part presents annual reports from Senate standing committees on: (1) affirmative action/cultural diversity; (2) counseling and library faculty issues; (3) curriculum; (4) educational policies; (5) elections for Senate posts; (6) faculty development; (7) legislative issues; (8) relations with local senates; (9) Senate resolutions; (10) standards and practices; (11) technology; and (12) vocational education. Next, reports are provided from Senate advisory committees on: (1) basic skills; (2) distance learning technical assistance; (3) library and learning resources programs; (4) matriculation; and (5) the Regional Counselors Facilitator Committee. Finally, annual reports are presented for the following liaison committees: (1) Academic Senate/Chief Instructional Officers; (2) California Community College Association of Occupational Educators; (3) the California Educational Round Table Intersegmental Coordinating Committee; (4) the California Great Teachers Seminar; (5) the Council of Faculty Organizations; (6) California Virtual University; (7) the general education Breadth Advisory Committee from the California State University; (8) the English Council of California Two-Year Colleges; (9) the Economic Development Network; (10) the Faculty Association of California Community Colleges; and (11) Strategic Telecommunication Master Planning. A list of Senate publications and a roster of local academic senate presidents by college are attached. (BCY)

ED 417 797 PS 023 414

Moore, Gary T.; Lane, Carol G.; Hill, Ann B.; Cohen, Uriel; McGinty, Tim
Recommendations for Child Care Centers. Revised Edition.
PUB DATE- 94
NOTE- 450p.; "With Frederick A. Jules, Heidi Marie Hollenbeck, Lisa Lindberg Work."
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Building Design; Day Care; *Day Care Centers; Design Requirements; Early Childhood Education; Educational Environment; *Educational Facilities Design; *Educational Facilities Planning; Facility Utilization Research

Part of a seven-volume series on children's environments, this monograph is a design guide for policy, planning, programming, design, and evaluation of early childhood facilities. The design guide includes 115 patterns for large, medium, and small child care centers in neighborhood and work-place settings. Many of the patterns are appropriate also for family day-care homes, parent-child drop-in centers, nursery schools, kindergartens, and other early childhood development facilities. The patterns are based on a 3-year, federally-funded national research project conducted in the late 1970s. The research evaluated 52 child care centers and outdoor play yards around the United States and Canada, including observations of child-environment interactions, interviews with key staff members, and open-ended interviews with the children. National experts in early childhood development and design were interviewed, and some 2,000 pieces on environment-behavior research and design literature were collected from around the

NOTE- 74p.; For 1992-1994 edition, see ED 394 656. For 1995 edition, see ED 407 089.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Abortions; Acquired Immune Deficiency Syndrome; *Adolescents; Child Behavior; *Child Health; Community Health Services; Contraception; Early Parenthood; Family Planning; Health Insurance; Mental Health; Parent Education; Prevention; School Health Services; Sex Education; *State Legislation; Substance Abuse; Tobacco; Violence
IDENTIFIERS- Adolescent Attitudes; Health Risk Susceptibility; Medicaid; Risk Taking Behavior; School Based Health Clinics; Sexually Transmitted Diseases

Many adolescents need basic health care and other services that address risky behaviors such as sexual activity, violence, alcohol and other drug abuse, and the consequences of those behaviors. This publication summarizes approximately 200 child health-related laws and resolutions passed in the 50 states, Puerto Rico, American Samoa, and the U.S. Virgin Islands. This publication, third in a series of adolescent health summaries, includes a new section on violence prevention in schools. The state legislation reflects health problems that largely involve preventable behavior. Brief descriptions of laws are provided pertaining to the following topics: (1) abortion; (2) abstinence/sexuality education; (3) adolescent general health; (4) community health services; (5) HIV/AIDS and sexually transmitted diseases; (6) insurance and Medicaid; (7) mental health; (8) pregnancy/parenting and contraception/family planning; (9) school health/school-based health services; (10) substance abuse; (11) tobacco; and (12) violence prevention. Appendices include a state-by-state summary of 1992-1996 legislation, resource directory, and a list of state adolescent health coordinators/directors. (KB)

ED 417 816 PS 026 373

Health Care Legislation 1996.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Washington, DC. Maternal and Child Health Bureau.
PUB DATE- 97
NOTE- 233p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Child Health; Health Insurance; Health Maintenance Organizations; *Health Services; Mothers; Primary Health Care; State Action; *State Legislation
IDENTIFIERS- Health Care Reform; *Maternal Health; State Legislatures

This summary of legislation, with a special focus on maternal and child health and primary care, describes nearly 600 laws and resolutions pertinent to these issues passed by the 50 states, the District of Columbia, and Puerto Rico in the 1996 legislative sessions. The summary includes health care reform and access issues, managed care and insurance reform, and 23 other topics that involve the health status of women, children, minorities, and rural school and special health needs. Key words are underlined to assist the reader in identifying legislation about specific issues. Several acts are referenced in more than one section of the publication. Following an executive summary, descriptions of legislation are grouped into questionnaire, a parenting questionnaire assessing the amount of parental control, the teacher-completed Cooper-Farran Behavior Rating Scale to measure behaviors involved in the successful completion of academic tasks, and academic skills (letter recognition, receptive vocabulary on the Peabody Picture Vocabulary Test-Revised, and reading recognition on the PIAT-R). Results of regression analyses indicated that social skills predicted 19 percent of the variance in letter recognition, 14 percent in vocabulary, and 8 percent in reading recognition. There was a significant positive relationship between parental control and work-related skills. There was a marginally significant tendency for parental rules/limits/discipline to predict letter recognition, receptive vocabulary, and reading recognition. With the effects of work-related social skills removed, the tendency for literacy outcomes to be related to parental control was no longer apparent. Thus, children's social skills acted as a mediator between parental control and literacy outcomes at the beginning of kindergarten. (Contains 11 references.) (Author/KB)

ED 417 835 PS 026 399

Einarsdottir, Johanna
Early Childhood Education in Iceland: A Response to the Welfare System, the Natural Environment, the Cultural Heritage and Foreign Influences.
PUB DATE- 97
NOTE- 23p.; Paper presented at the Symposium on Early Childhood Education (Champaign, IL, November 9-10, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cultural Influences; Educational History; Federal Legislation; Foreign Countries; Preschool Curriculum; *Preschool Education; Program Descriptions; Social Services; Welfare Services
IDENTIFIERS- *Iceland

This paper discusses early childhood education in Iceland and its in relation to the country's cultural heritage, the family welfare system, and legislation and influences from abroad. Because Iceland has been isolated for centuries from the rest of the world, the country has developed its own culture and maintained its native language. The need for early childhood care did not arise until the late arrival of the industrial revolution. The first early childhood program was established in 1924 as a shelter for poor children orphaned by influenza. The curriculum has gradually been transformed into preschool as the first level of schooling, according to a 1994 law. The Icelandic welfare system resembles that of other Scandinavian countries; therefore, most preschool facilities are established by the local authorities. The Ministry of Culture and Education supervision the operation of the preschools and establishes the curriculum. Icelandic early childhood education is built on a Scandinavian family welfare model, the natural environment of the country, and the Icelandic cultural heritage. The paper discusses the influences of these factors, as well as external factors, on early education in Iceland. Contains 26 references. (Author)

ED 417 836 PS 026 400

Ilfeld, Ellen M., Ed.; Hanssen, Elizabeth, Ed.

the behavioral and developmental changes they might expect in their 5-, 6-, 7-, and 8-year-old children. For each age, a highlighted list of behaviors and feelings that most children at that age display is provided. A brief discussion of activities and parenting skills that are tailored to children of that age or state of development is also included. The pamphlet reminds parents that all children grow and develop differently, and that parents can find out more about their child's development by contacting their local elementary school. (EV)

ED 417 854 PS 026 429

Purbrick, Becky, Ed.
Child Rights Information Network Newsletter, 1996.
PUB DATE- 96
NOTE- 61p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Child Labor; Child Welfare; *Children; *Childrens Rights; Foreign Countries; Information Sources; Newsletters; Organizations (Groups); Program Descriptions; *Well Being
IDENTIFIERS- *Child Rights Information Network

These two newsletter issues communicate activities of the newly formed Child Rights Information Network (CRIN) and report on emerging information resources and activities concerning children and child rights. The January 1996 issue describes the history of CRIN, provides updates on the activities of projects linked to CRIN, and summarizes discussion at the October 1995 meeting of the Facilitating Group (the group of organizations overseeing the development of CRIN). In addition, this issue reviews four children's rights newsletters, announces new information resources (Children's House on the Internet and Radda Barnen's Child Soldiers database), and features profiles of the following CRIN members and their activities: (1) Arab Resource Collection (Sherene Seikaly); (2) Child Workers in Asia (Taneeya Runcharoen); (3) Defence for Children International; and (4) Radda Barnen (Karin Rydberg). Also included is a questionnaire for organizations for inclusion in the CRIN database. The July 1996 issue provides updates on CRIN's activities, especially expansion into southern nations; the Internet project; and the organization's database. The activities of Children's House in Cyberspace, Childnet International, and SOS Torture are also described. Additionally, this issue describes a proposal for a new convention on child labor, presents information on upcoming meetings, and profiles the following CRIN members: (1) AMAL, Friends of Children Society, Sudan; (2) Concerned for Working Children, India; (3) Foundation for the Protection of Infancy Damaged by States of Emergency (PIDEE), Chile; and (4) Save the Children, UK. (KB)

ED 417 855 PS 026 430

Williams, Sian
Why Do Children of the Caribbean Need Programmes of Early Childhood Education and Development?
PUB DATE- 97
NOTE- 6p.; Paper presented at the Caribbean Conference on Early Childhood Education (2nd, Bridgetown, Barbados, April 1-5, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

more likely than children in middle or high school to have parents who are highly involved in their schools; (2) children with more family resources, as measured by parents' education and household income, are more likely than children with fewer resources to have parents who are highly involved in their schools; and (3) children whose mothers and fathers are highly involved in their schools are more likely to have greater levels of "social capital" as measured by activities shared with parents and high parental educational expectations. The issue brief concludes by noting that by the time children reach high school a much smaller proportion than in grade school have parents who remain highly involved in their schools. Although part of the decrease is attributable to schools offering parents fewer opportunities for involvement, parents too are stepping back as their children grow older. Research suggests, however, that adolescents benefit when their parents are involved. (HTH)

ED 417 873 PS 026 487

Burke, Ray; Herron, Ron
La crianza practica de los hijos: una guia paso a paso para formar hijos responsables y hogares felices (Common Sense Parenting: A Practical Approach from Boys Town).
PUB DATE- 98
NOTE- 132p.; For English edition, see ED 387 220.
LANGUAGE- Spanish
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Behavior Modification; *Behavior Problems; *Child Rearing; Discipline; Elementary Secondary Education; Family Relationship; *Parent Child Relationship; Parent Education; Parent Role; *Parenting Skills; *Parents as Teachers; Teaching Methods; Workbooks
IDENTIFIERS- Family Communication; Family Rules

This workbook is designed to help parents develop a "common sense" approach to child rearing and become more effective parents. Each of the 15 chapters suggests a parenting skill and gives examples for using the skill in a variety of situations. Each chapter also includes exercises designed to help parents put these skills into practice with their children. The chapters address: (1) discipline as a teaching experience instead of a punishment experience; (2) sending clear messages to children; (3) the role of consequences in changing behavior; (4) positive consequences; (5) negative consequences; (6) effective praise to encourage positive behavior; (7) preventive teaching; (8) development of family rules; (9) staying calm when responding to problems; (10) corrective teaching; (11) teaching self-control; (12) family decision-making; (13) reaching goals with charts and contracts; (14) family meetings; and (15) the importance of time with children, family traditions, consistency, and parenting with love. Four appendices list positive consequences that cost no money, time-out guidelines for parents, chores for children, and important skills for children and adolescents to learn. (HTH)

ED 417 874 PS 026 494

Palmer, Sally E.
Maintaining Family Ties: Inclusive Practice in Foster Care.
PUB DATE- 95

(055),Reports - Descriptive (Program/Project Descriptions)
(141),Speeches, Conference Papers, "Papers Presented at..."
(150)
DESCRIPTORS- *Computer Assisted Instruction; Course Descriptions; *Course Organization; Curriculum Development; Distance Education; Educational Strategies; Higher Education; *Hypermedia; *Learning Activities; *World Wide Web

Computer mediated learning (CML) courses can overcome the temporal and spatial obstacles of isolated commuter students with busy schedules. Whether presented online or as an add-on to an on-campus course, the CML course needs a good syllabus. This paper discusses components of a CML syllabus and online activities for students. Typical components of a regular class syllabus are defined, as well as possible unique or modified components of a CML syllabus. Components include course advertising, "how to use this syllabus," table of contents or course map, contact information, required textbooks and other materials, examinations, grading procedures, provisions for disabled students, activities that encourage students to use technology, student roster, tutorials, and an idea sharing segment (listserv, chat room, bulletin board). Web sites with expanded descriptions and additional syllabus components are listed. The use of hypertext links to other web sites can build the syllabus into an expanded student resource. The syllabus could be linked to information sources, a homework page, home pages of faculty and students, collections of solved problems, references works, class archives, videotaped or animated demonstrations, and a page for student notes on electronic materials or course feedback. When beginning a CML course, first activities include introducing participants, explaining net etiquette, introducing site maps, pairing novices with more experienced learners, and clarifying expectations. Online teaching tips and additional student activities are recommended. Contains web site references. (SV)

ED 417 890   RC 021 444

Davis, Mary T.; Emery, Maggie J.; Lane, Cheryl
Serve To Learn: Making Connections in Rural Communities.
PUB DATE- 98
NOTE- 9p.; In: Coming Together: Preparing for Rural Special Education in the 21st Century. Conference Proceedings of the American Council on Rural Special Education (18th, Charleston, SC, March 25-28, 1998); see RC 021 434.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
(141),Speeches, Conference Papers, "Papers Presented at..."
(150)
DESCRIPTORS- College School Cooperation; College Seniors; *Community Problems; Elementary Secondary Education; *Field Experience Programs; High Risk Students; Higher Education; Poverty; *Preservice Teacher Education; *Rural Education; Rural Schools; *School Community Relationship; School Districts; *Service Learning; Special Education; Teacher Education Programs
IDENTIFIERS- Clemson University SC

The Center of Excellence for Rural Special Education at Clemson University (South Carolina) has developed a field-based undergraduate preservice teacher training program. During the fall and spring semesters of their senior year, preservice teachers are matched with a mentor special education teacher for 2 weeks in a rural school district of the type in which they are likely to find employment. Differing markedly from areas near the university, these districts have poor health

Public Instruction Special Education Endorsement Project) was initiated in 1987. During 1988-97, the program enrolled 110 students, all of whom were simultaneously employed as teachers. Of these, 71 completed the program and received a special education endorsement, 24 were still enrolled in the program, and 25 had dropped out or lost eligibility. This study, one in a series of evaluations, presents results of interviews with program graduates, school administrators, mentors of project candidates, and students unable to complete the program. Interviews with eight administrators and mentors note the number of students employed or certified, evaluation of the program, opinions on the need for the program, satisfaction with the teachers, and the helpfulness of the mentoring program. Interviews with 15 project graduates cover their satisfaction with financial support, degree to which the program contributed to their obtaining their degree, satisfaction with the program at their particular college, student teaching experience, usefulness and practicality of the program, mentoring, and employment. Reasons are enumerated for student dropouts. Additional comments from administrators, mentors, and graduates discuss their overall satisfaction with the program and the need for timely access to classes, for program expansion and publicity, and for more flexibility in class scheduling. A table summarizes program outcomes. (SAS)

ED 417 907 RC 021 461

Pfluger, Loretta; Hendricks, Jenny
Including Rural Districts in Inclusive Staff Development.
PUB DATE- 98
NOTE- 7p.; In: Coming Together: Preparing for Rural Special Education in the 21st Century. Conference Proceedings of the American Council on Rural Special Education (18th, Charleston, SC, March 25-28, 1998); see RC 021 434.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; *Inclusive Schools; *Inservice Teacher Education; Intermediate Administrative Units; Mainstreaming; Regional Cooperation; *Regional Planning; Regular and Special Education Relationship; *Rural Schools; *Shared Resources and Services; Special Education; *Staff Development
IDENTIFIERS- *Texas (Panhandle)

Teaching students who receive special education services in integrated settings requires intensive staff development and ongoing training. Region 16 Education Service Center in the Texas panhandle serves 65 rural school districts covering 25,000 square miles and 80,000 students. In 1996, with direction and funding from the state legislature, Region 16 began to develop a regional plan for staff development on inclusion. Focus groups and an outside consultant identified issues, services, and products needed, and suggested changes in services to support diverse learners in inclusive settings. A needs assessment survey sent to appropriate personnel ranked needs, changes, and service delivery. Survey results indicated that the preferred service delivery model was training at "cluster sites" selected to minimize participant travel time. A series of training sessions held at sites in 1996 and 1997 included topics on meeting the needs of diverse learners; support models for inclusive education; support, staff, and scheduling; IEP process; strategies for handling behavior issues; and creative build relationships, new institutions, and humane communities. This book tells the story of a new kind of intervention in politics, in which poor people incorporate their religious values into a struggle for power and visibility. They are sparked by people like Ernesto Cortes, Jr., an extraordinary community organizer who is engaged in the empowerment of people at the neighborhood and parish level through leadership training, network building, and a form of popular education. Cortes and the Industrial Areas Foundation (IAF) network of community organizations have become successful enough to transform the politics of San Antonio and influence the fate of specific Texas statewide issues. Moreover, local IAF groups across the nation are virtually the only organizations in America that are enticing working poor people to participate in politics. Chapters in the book are anecdotal, covering episodes in Cortes' life; the history of the IAF; and San Antonio, Chicago, and Los Angeles politics from 1964 to 1990, primarily in the 1980s. They demonstrate the role of local churches and personal faith in community organization and the struggle for social justice, the interpersonal and experiential strategies used in IAF training programs for church leaders and community activists, and the importance of "relational" power that grows out of the mutual accountability of members of local organizations. Contains references, chapter notes, and an index. (SV)

ED 417 924 RC 021 499

Tao, Fumiyo; Khan, Sherry; Arriola, Christine
Special Analysis of Tribal Even Start Projects (1995-96 Program Year). National Evaluation of the Even Start Family Literacy Program.
SPONS. AGENCY- Department of Education, Washington, DC. Planning and Evaluation Service.
PUB DATE- 98
NOTE- 44p.; For 1994-95 evaluation, see ED 415 085.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Adult Basic Education; *American Indian Education; American Indians; *Early Childhood Education; Family Characteristics; *Family Literacy; Family Programs; High School Equivalency Programs; Parent Child Relationship; Parent Education; *Participant Characteristics; Tribally Controlled Education
IDENTIFIERS- *Even Start; *Program Characteristics

This report is a descriptive analysis of the tribal Even Start Literacy Program and of families served in 1995-96. Eight of 9 tribal Even Start projects funded in 1995-96 are described and compared to 563 projects reporting nationwide (out of 576 total). Grants were awarded to federally recognized American Indian tribes or tribal organizations to help parents become full partners in their children's education, assist children in reaching their potential as learners, and provide literacy training to parents. Reporting projects averaged 31 families, providing early childhood education, parenting education, adult basic education, GED preparation, and English as a second language. Families averaged 5.1 members, with at least 1 eligible child aged 0-7; 58 percent of families had annual incomes below $9,000; and 67 percent of parents lacked a high school diploma or GED. Chapter 1 of this report introduces the tribal Even Start Program. Chapter 2 describes project characteristics: funding, number of families served,

ED 417 944 SE 061 228

Balas, Andrea K.; Mascazine, John R.
Using Field Experiences To Enhance College Science.
PUB DATE- 98
NOTE- 15p.; Paper presented at the Annual Meeting of the International Consortium for Research in Science and Mathematics Education (7th, St. Clair, Trinidad, February 26-28, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Biology; *Cognitive Style; *Curriculum Development; Educational Strategies; *Hands on Science; Higher Education; Learning Strategies; *Science Education; Student Attitudes; *Student Projects; *Undergraduate Study

This paper reports on a study of general biology students (N=24) in a small college environment in the Columbus, Ohio area. Comparisons are made between student learning styles, perceptual modalities, and their responses on Likert and open response survey items. Student perceptual modalities are also correlated with the students' choices of final projects and their achievement on classroom assessments. Four themes are identified from the data analysis: (1) students who prefer experiential learning in this study are identified as using the kinesthetic and perceptual modalities; (2) student achievement increases with choice; (3) field experiences can enhance and become more motivational to non-science majors and non-traditional students; and (4) the use of a variety of teaching techniques is beneficial to college science teaching. (Contains 12 references.) (DDR)

ED 417 945 SE 061 229

Mascazine, John R.
The Learning Styles of Monozygotic Twins Studying Science.
PUB DATE- 98
NOTE- 13p.; Paper presented at the Annual Meeting of the Consultation of the International Consortium for Research in Science and Mathematics Education (7th, Trinidad, West Indies, February 26-28, 1998). Printed on colored paper.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Career Choice; Cognitive Processes; *Cognitive Style; Educational Experience; Elementary Secondary Education; Higher Education; Learning Strategies; *Science Education; Student Motivation; *Twins

The background research on learning styles spans several decades, though much of it is quantitative data obtained using survey methods. Similarly, the research involving twins and their unique genetic condition historically predates the interest and knowledge of learning styles. This study seeks to explore both of these areas with the objective of discovering patterns and emergent themes of benefit to educators, parents, and twins. Data for this study comes from in-depth interviewing, grounded surveys, document collection, and the use of a learning styles instrument. Fifty pairs of twins participated in the study and were selected on several criteria including a minimum of 12 years of traditional school experience, interest or academic pursuit of science or technology related education, and a willingness to be interviewed, take the survey, and complete and gender groups. However, the increase was greater for females than for males; it was also greater for American Indians, Mexican Americans, and Blacks than for Other Hispanics, Asians, or Whites. Similarly, greater increases were observed in the average ACT Composite and ACT Mathematics scores of females, American Indians, Mexican Americans, and Blacks. In contrast, total group average ACT Composite and ACT Mathematics scores remained stable or increased only slightly. During the time period, the percentage of females and minority students in the ACT-tested population increased. Contains 25 references. (Author)

ED 417 967 SE 061 293

Soyibo, Kola; Rainford, Marcia
An Evaluation of Seventh Graders' Performance on a Jamaican Science Project.
PUB DATE- 98
NOTE- 20p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (71st, San Diego, CA, April 19-22, 1998). Light type throughout.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Standards; *Educational Change; Foreign Countries; Grade 7; Hands on Science; Junior High Schools; Science Education; *Science Process Skills; Science Tests; *Sex Differences; Student Attitudes
IDENTIFIERS- Jamaica

This study assessed the extent to which the science content knowledge, process skills, and attitudes of some Grade 7 students improved after the implementation of the Jamaican reform of secondary education (RSEO) science curriculum. Relationships among gender, school location, and student performance were also investigated. The study sample of 156 students (72 boys, 84 girls) was selected from 3 rural and 3 urban schools in Jamaica. Data was collected from a validated hands-on science process skills test, a standardized multiple choice content test, and an adapted attitudes to science test. Results indicate that the students exhibited highly positive attitudes toward science on the pre- and posttests, there were no gender differences in performance on the tests, and there are weak but positive significant correlations among school location and test performance. Contains 17 references. (DDR)

ED 417 968 SE 061 294

Barak, Judith; Gorodetsky, Malka
A Systemic Process Approach to the Analysis of Biological Phenomena.
PUB DATE- 98
NOTE- 14p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (71st, San Diego, CA, April 19-22, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Biology; *Cognitive Processes; *Concept Formation; Educational Strategies; Elementary Education; Energy; *Epistemology; Hands on Science; Models; Science Activities; Science Curriculum; Science Education

This study suggests the use of a systemic process approach to the analysis of students' understanding of biological systems. A related strategies. In addition, the notion of "teachers as researchers" was also emphasized. Several courses were designed to help teachers implement action research projects in their own classes. Meanwhile, a small number of teachers were receiving advice, support and encouragement from the research team. According to the results of this study, such an effort significantly changed participating teachers' beliefs toward learning and teaching. However, due to some external constraints, only a few of them put their belief into practice with success. On the other hand, the teachers supported by the research team not only enhanced their pedagogical performance, but also the students' achievements in and attitudes towards learning science and mathematics. Potential implications of this project and a follow-up study are also discussed. Contains 17 references. (Author)

ED 417 990 SE 061 339

Chang, Ching-Kuch
Development of a Course on Instructional Strategies for In-Service Science and Mathematics Teachers.
PUB DATE- 98
NOTE- 12p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (71st, San Diego, CA, April 19-22, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Constructivism (Learning); Cooperative Learning; Course Descriptions; Elementary Secondary Education; Foreign Countries; *Inservice Teacher Education; Mathematics Instruction; Professional Development; *Science Instruction; *Secondary School Mathematics; *Secondary School Science; Teaching Methods

An investigation-based course on teaching strategies for in-service science and mathematics teachers has been developed. The purpose of this course was to learn how to teach science or mathematics from the constructivist perspective. The course development was based on constructivism, especially social constructivism. Major adjustments concerning the structure, contents, and the ways of teaching have been made on this course. The course not only introduced constructivism, but taught according to its principles, letting the teachers construct their teaching knowledge by doing (cooperative problem solving), talking (sharing information and ideas), and writing (journals, reports). Furthermore, the course also had the teachers investigate their own teaching problems. During investigation the teachers have experienced problem searching, planning, and executing action research. Teachers' learnings were illustrated by excerpts from their journals. A follow up assessment of this course was reported also. (Author)

ED 417 991 SE 061 379

Barratt-Pugh, Llandis
"The Kings New Training Courses"--A Research Project: The New Clothes May Have a CBT Label, but Do They Really Promote Lifelong Learning?
PUB DATE- 95
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

of cultural, linguistic, and ethnic groups. The 35 learning activities represent suggested approaches for teaching Units 7 and 8 of the New York State Grades 7 and 8 syllabus. Each unit is comprehensive, divided into topical learning activities. Focus questions, teacher background materials, major ideas, concepts, performance objectives, development strategies and worksheets are included. Follow-up activities provide extension suggestions for individual students or classes. Worksheets contain primary sources such as photographs, speeches, letters, and diaries of a particular era. Unit 7, "An Industrial Society," contains 25 learning activities. Unit 8, "The United States in an Increasingly Interdependent World," provides 10 activities. Contains a bibliography. (EH)

ED 418 012 SO 028 423

United States & New York State History, Grade 8. A Multicultural Perspective. Volume II.
PUB DATE- 94
NOTE- 302p.; For volumes 1 and 3, see SO 028 422 and SO 028 424. Reproduced photographs may not be clear.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Family History; Grade 8; Instructional Materials; *International Relations; Junior High Schools; Middle Schools; *Multicultural Education; *Social History; Social Studies; *State History; *United States History
IDENTIFIERS- *New York

This curriculum resource guide allows students to interpret key historical events and trends from the perspectives of a variety of cultural, linguistic, and ethnic groups. The 30 learning activities represent suggested approaches for teaching Units 9 and 10 of the New York State Grades 7 and 8 syllabus. Each unit is comprehensive, divided into topical learning activities. Focus questions, teacher background materials, major ideas, concepts, performance objectives, development strategies and worksheets are included. Follow-up activities provide extension suggestions for individual students or classes. Worksheets contain primary sources such as photographs, speeches, letters, and diaries of a particular era. Unit 9, "The United States Between the Wars," contains 15 learning activities. Unit 10, "The United States Assumes Worldwide Responsibilities," provides 15 activities. (EH)

ED 418 013 SO 028 424

United States & New York State History, Grade 8. A Multicultural Perspective. Volume III.
PUB DATE- 95
NOTE- 343p.; For volumes 1 and 2, see SO 028 422-423. Reproduced photographs may not be clear.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Family History; Global Education; Grade 8; Instructional Materials; *International Relations; Junior High Schools; Middle Schools; *Multicultural Education; *Social

the same time, students had difficulty incorporating some historical patterns and events into their image of progress, and their discussion of these issues indicated a familiarity with a "vernacular" view of history separate from "official" views justifying the contemporary social structure. This study suggests that students need experience with the complexities of the past within a context that provides some framework for making critical sense of both legitimating stories and alternative, vernacular histories. The paper suggests one way to help students build such a framework is by letting them grapple with exactly those issues--race, gender, and class, for example--that have not been so thoroughly digested that their meaning is firmly established in the historical canon. (Contains 36 references.) (Author/EH)

ED 418 034 SO 028 712

Bennett, Wendy M.
Development of Geographic Literacy in Students with Learning Disabilities.
PUB DATE- 97
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Developmental Disabilities; Elementary Secondary Education; *Geographic Concepts; *Geography; *Geography Instruction; *Learning Disabilities; Learning Problems; Social Studies; World Geography

This paper addresses issues related to the development of geographic literacy by describing, explaining, and discussing these issues as they relate to the current reform movement in the teaching of geography. Emphasis is placed on how this information relates to students with learning disabilities. The paper emphasizes the importance of effective teaching of geographic literacy in students with learning disabilities. There is a lack of activities related to geography in the special education curriculum and the student's Individualized Education Plan (I.E.P.) does not generally include geography goals. The paper questions the artificial activities that are in place in the special education curriculum. This review of the literature is intended as a search for ideas, strategies, and ways to effectively reach the population of students with learning disabilities. (Contains 37 references.) (EH)

ED 418 035 SO 028 713

Alfermann, Dorothee; Reigber, Dieter
Women from Two Cultures: Social Attitudes of East and West German Women after Reunification.
PUB DATE- 97
NOTE- 23p.; Paper presented at the Biennial Meeting of the International Society for the Study of Behavioral Development (14th, Quebec City, Quebec, Canada, August 12-16, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Area Studies; Attitudes; *Comparative Analysis; *Cross Cultural Studies; Cultural Background; Foreign Countries; Higher Education; *Sex Role; *Socialization; Sociocultural Patterns; *Womens Studies
IDENTIFIERS- East Germany; West Germany

Teacher Responsibility; Teachers
IDENTIFIERS- Oregon

This document is the first of a two-part series designed to help teachers, schools, and districts to implement standards-based instruction. Part 1, The Foundation for Improvement, explains why standards-based instruction improves teaching and learning. Part 2, First Steps to a Standards-Based Classroom, describes how to adapt the curriculum to help students meet the standards. Part 3, Phasing in Standards-Based Instruction, discusses when to expect new developments in the standards-based system. Part 4, The 1997-98 Content Standards (which comprises the bulk of the publication), describes what students need to learn in the areas of English, mathematics, science, social studies, the arts, second languages, and careers. Part 5, Resources, offers a list of contacts for further information. The second half of the series will be a tool kit for teachers, with tested resources for assessing and adapting curriculum to better address the standards. The two parts together will offer a full overview of the standards-based instruction system and how to help students succeed within it. (SM)

ED 418 056 SP 037 845

Haile, Penelope J.
Multimedia Instruction Initiative: Building Faculty Competence.
PUB DATE- 98
NOTE- 53p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (New Orleans, LA, February 25-28, 1998).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Collegiality; *Computer Assisted Instruction; Cooperative Learning; *Educational Technology; Elementary Secondary Education; Higher Education; *Multimedia Instruction; Preservice Teacher Education; Teacher Educators; Teaching Methods; *Teamwork
IDENTIFIERS- Hofstra University NY

Hofstra University began a university-wide initiative to enhance classroom instruction with multimedia technology and foster collaborative approaches to learning. The Multimedia Instruction Initiative emphasized teamwork among faculty, students, and computer center support staff to develop a technology-enriched learning environment supported by multimedia-based instructional tools. Course objectives were realized within technology-based learning activities created by faculty members. Students were actively engaged in learning processes as they collaborated on the activities. The university provided resources and support for faculty members to explore and incorporate various multimedia technologies into classroom instruction. The initiative included traditional multimedia hardware/software (full motion video, sound, graphics, and CD-ROM based instructional tools) plus application of the World Wide Web. During 1997 and 1998, 12 faculty members submitted proposals outlining how their classes would use multimedia and how the new equipment and resources would help structure new learning environments. All five faculty members of the School of Education proposed to restructure their initial teacher education courses. Each faculty member was assigned a student assistant with multimedia expertise. Participants received laptop computers, software, resources. Development of a triage system of participant involvement and in-service staff development can help address the tendency to ineffectively allocate funds within the total picture of the school commitment to technology. Schools need more effective, redefined staff development for training teachers to fully integrate information technology into classroom instruction. The new model capitalizes on strengths of the learning patterns, de-emphasizing the processing and acquisition of large amounts of new, nonessential information and emphasizing the development of cognitive functions promoting responsibility, usefulness, and accuracy. The workshop paradigm has learners actively participate in the decisions about what is to be learned. The technology triage provides an environment of involvement at the building level. It involves performing an individual technology-learner readiness triage to find out what level and type of development is needed. The triage method classifies participants based on individual technology capabilities. There are three triage levels: the technology assistant level involves developing basic technology skills; the technology teacher level builds on the first and involves learning relevant software, hardware, and program capabilities; and the technology leader level involves learning how to best use the skills and knowledge developed in previous workshops and encouraging development of a greater pool of technology teachers. (Contains 18 references.) (SM)

ED 418 073 SP 037 863

Hinkle, Dennis E.; Proffitt, Thomas D.; Pilato, Virginia H.; Rosenthal, Michael
Shaping Educational Policy in Maryland: Teacher Education Reform and Beyond.
PUB DATE- 98
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College School Cooperation; Educational Change; *Educational Policy; Elementary Secondary Education; Higher Education; Partnerships in Education; Policy Formation; *Preservice Teacher Education; Public Education; Reading Instruction; *Teacher Certification; Teacher Qualifications
IDENTIFIERS- *Maryland; *State Policy

Maryland's teacher education reform began in 1991, when the Maryland Higher Education Council (MHEC) charged a task force with recommending a comprehensive approach to educating teachers that combined a solid foundation in academic preparation with promising developments in professional practice. The task force report recommended a 4 1 model for initial teacher preparation that had all teacher candidates complete a baccalaureate program with a major in a specific discipline followed by a 1-year internship. MHEC then directed the Secretary of Higher Education to develop a strategy for implementing the report's recommendations. A steering committee was developed that involved public schools, colleges, business, government, and the community in five design teams. There was considerable debate about the 4 1 approach. The committee created a report with 21 recommendations. Of utmost importance to them was recognizing the need for a solid foundation in academic disciplines for preservice teachers and for multiple paths to teacher certification. In 1995-1996, the recommendations began to be implemented. A redesigned teacher knowledge of what works in schools and classrooms, and it describes how school reforms might transform education presumptions and policies so that the education system supports learning for all. The book describes the systemwide changes in policy and practice needed to make all U.S. schools both learner centered and learning centered. The 10 chapters are as follows: (1) "The Right to Learn"; (2) "The Limits of the Education Bureaucracy"; (3) "What Matters for Teaching"; (4) "Teaching and Learning for Understanding"; (5) "Structuring Learner-Centered Schools"; (6) "Staffing Schools for Teaching and Learning"; (7) "Creating Standards Without Standardization"; (8) "Ensuring Access to Knowledge"; (9) "Building a Democratic Profession of Teaching"; and (10) "Conclusion: An Agenda for Re-Creating Public Education." (SM)

ED 418 091 SP 037 883

Greene, Maxine
Releasing the Imagination: Essays on Education, the Arts, and Social Change. The Jossey-Bass Education Series.
PUB DATE- 95
NOTE- 221p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Active Learning; Art; Cultural Pluralism; Democratic Values; Diversity (Student); Educational Change; Elementary Secondary Education; Higher Education; Imagination; *Preservice Teacher Education; *Social Change

The essays in this book are the author's attempt to connect her own seeking with the strivings of other teachers and teacher educators who are tired of a self-centered, technocratic existence and who want to enhance their understanding of diversity. The essays concentrate on imagination as a means through which to assemble a coherent world, because imagination is what makes empathy possible and what allows people to enter others' worlds (e.g., through poetry or music). Moving from an account of school restructuring to a rendering of the shapes of literacy, the book examines the processes of human questioning and resistance to meaninglessness. Part 1, "Creating Possibilities," includes: (1) "Seeking Contexts"; (2) "Imagination, Breakthroughs, and the Unexpected"; (3) "Imagination, Community, and the School"; (4) "Discovering a Pedagogy"; (5) "Social Vision and the Dance of Life"; and (6) "The Shapes of Childhood Recalled." Part 2, "Illuminations and Epiphanies," includes: (7) "The Continuing Search for Curriculum"; (8) "Writing To Learn"; (9) "Teaching for Openings"; (10) "Art and Imagination"; and (11) "Texts and Margins." Part 3, "Community in the Making," includes: (12) "The Passions of Pluralism"; (13) "Standards, Common Learnings, and Diversity"; and (14) "Multiple Voices and Multiple Realities." (SM)

ED 418 092 SP 037 885

Jalongo, Mary Renck; Isenberg, Joan P.; Gerbracht, Gloria
Teachers' Stories: From Personal Narrative to Professional Insight. The Jossey-Bass Education Series.
PUB DATE- 95
NOTE- 255p.
LANGUAGE- English

*Student Characteristics; Tables (Data); *Trend Analysis
IDENTIFIERS- High School and Beyond (NCES); *National Education Longitudinal Study 1988; National Longitudinal Study High School Class 1972

The National Education Longitudinal Studies (NELS) program is a long-term effort that now encompasses the educational experience of youth from three decades, the 1970s, 1980s, and 1990s. The NELS program studies the educational, vocational, and personal development of students at various grade levels, and the personal, familial, social, institutional, and cultural factors that may affect that development. The NELS program currently consists of three major studies: (1) the National Longitudinal Study of the High School Class of 1972 (NLS-72); (2) High School and Beyond (HS&B); and (3) the National Education Longitudinal Study of 1988 (NELS:88). This monograph discusses opportunities for drawing comparisons across the cohorts that comprise the three studies, as well as some of the differences in survey content and design that may limit the possibilities of drawing valid comparisons. At the student level, cohorts can be compared on an intergenerational or cross-cohort time-lag basis. Fixed-time comparisons are also possible, and longitudinal comparative analysis of the cohorts can be performed by modeling the history of the age/grade cohorts. Comparisons among institutions are also possible, and possible time points for comparison are identified. The overall sample designs are essentially similar for the three studies, but some differences in school and subgroup sampling are identified, especially as they pertain to high school seniors. Cautions in comparisons due to differing response rates and student characteristics are outlined. The first appendix discusses item overlap among the NELS:88 second followup and HS&B and NLS-72. The second appendix discusses NELS:88 first followup item overlap with HS&B base year sophomore items. (Contains 6 tables, 1 figure, and 32 references.) (SLD)

ED 418 110   TM 023 204

Ingels, Steven; Taylor, John
National Education Longitudinal Study of 1988: Conducting Cross-Cohort Comparisons Using HS&B, NAEP, and NELS:88 Academic Transcript Data.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 95
NOTE- 44p.; For companion monographs discussing NELS trend comparisons, see TM 028 203 and 205.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Records; *Cohort Analysis; *Comparative Analysis; *Educational Trends; Institutional Characteristics; Longitudinal Studies; National Surveys; Response Rates (Questionnaires); Secondary Education; *Student Characteristics; Tables (Data); *Trend Analysis
IDENTIFIERS- High School and Beyond (NCES); *National Education Longitudinal Study 1988; National Longitudinal Study High School Class 1972

The National Education Longitudinal Studies (NELS) program is a long-term effort that now encompasses the educational experience of youth from three decades, the 1970s, 1980s, and 1990s. The NELS program studies the educational, vocational, and personal development of students at various grade levels, and the personal, familial, social, institutional, and cultural is a data reduction technique that permits the reduction of a large number of variables into constituent components by examining the amount of variance that can be reproduced by the latent or synthetic variables underlying the observed or measured variables. The development of true CFA has allowed researchers to test directly the fit between theories and data structure with a sample of data in hand rather than allowing a factor structure to emerge from data without regard to theoretical expectations as in exploratory factor analysis. Both techniques allow researchers to develop and critically examine theories regarding the structure of data sets. (Contains 16 tables and 49 references.) (Author/SLD)

ED 418 128 TM 028 222

Woldbeck, Tanya
Two Types of Discriminant Analysis: NOT Six of One, Half a Dozen of Another.
PUB DATE- 98
NOTE- 43p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Software; *Discriminant Analysis; Heuristics; *Mathematical Models; *Research Methodology
IDENTIFIERS- *Descriptive Discriminant Analysis; *Predictive Discriminant Analysis

This paper outlines two types of discriminant analysis, predictive discriminant analysis (PDA) and descriptive discriminant analysis (DDA). Important differences between PDA and DDA are introduced and discussed using a heuristic data set, specifically indicating the portions of the Statistical Package for the Social Sciences (SPSS) output relevant to each type of discriminant analysis. The importance of knowing distinguishing features of PDA and DDA is highlighted using an example of stepwise discriminant analysis. Data are taken from the dataset of K. Holzinger and F. Swineford (1939) for 301 seventh and eighth graders. Two appendixes illustrate computer programs for discriminant analysis. (Contains 9 tables and 29 references.) (Author/SLD)

ED 418 129 TM 028 223

Humphries-Wadsworth, Terresa M.
Emerging/Evolving Views of the Meaning of Score Validity.
PUB DATE- 98
NOTE- 14p.; Paper presented at the Annual Meeting of the Southwestern Psychological Association (New Orleans, LA, April 11, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Codes of Ethics; Definitions; Evaluation Methods; Psychological Testing; *Scores; Test Construction; *Test Use; *Validity
IDENTIFIERS- *Consequential Evaluation

The American Psychological Association, in the late 1940s, began work to establish a code of ethics to include and address the needs of members in scientific and applied fields. Out of the ethics work emerged a set of standards for evaluating psychological tests. Four categories, or types of validity, Social Statistics Section and Government Statistics Section, "Overcoming the Bureaucratic Paradigm: Memorial Session in Honor of Roger Herriot": "1995 Roger Herriot Award Presentation" (Daniel Kasprzyk, Fritz Scheuren, and Dan Levine); "Space/Time Variations in Survey Estimates" (Leslie Kish); "Out of the Box: Again and Again, Roger Herriot at the Census Bureau" (William P. Butz). The Section on Survey Research Methods is divided into two parts. The first part, "Design and Estimation Issues for School Based Surveys," includes: "Improving the Coverage of Private Elementary-Secondary Schools" (Betty J. Jackson and Richard J. Frazier); "Improved GLS Generalized Least Squares Estimation in NCES Surveys" (Steven Kaufman, Bonnie Li, and Fritz Scheuren); "Optimal Periodicity of a Survey: Alternatives under Cost and Policy Constraints" (Wray Smith, Dhiren Ghosh, and Michael Chang); "Properties of the Schools and Staffing Survey's Bootstrap Variance Estimator" (Steven Kaufman); "Discussion" (Charles H. Alexander). The second part, "Data Quality and Nonresponse in Education Surveys" includes: "Assessing Quality of CCD (Common Core of Data) Data Using a School-Based Sample Survey" (Sameena Salvucci, Sandeep Bhalla, Michael Chang, and John Sietsema); "Documentation of Nonresponse and Consistency of Data Categorization across NCES Surveys" (Steven Fink, Mehrdad Saba, Michael Chang and Sameul Peng); "Multivariate Modeling of Unit Nonresponse for 1990-91 Schools and Staffing Surveys" (Sameena Salvucci, Fan Zhang, David Monaco, Kerry Gruber, and Fritz Scheuren); "Evaluation of Imputation Methods for State Education Finance Data" (David Monaco, Stanley Weng, and Frank Johnson); "Discussion" (David L. Hubble). The Section on Survey Research Methods contains "Variance Estimates Comparison by Statistical Software" (Stanley Weng, Fan Zhang, and Michael P. Cohen). The Social Statistics section contains "Teacher Supply and Demand in the U.S." (Richard M. Ingersoll). Each paper contains references. (Contains 37 tables and 6 figures.) (SLD)

ED 418 149 TM 028 247

Huang, Gary; Salvucci, Sameena; Peng, Samuel; Owings, Jeffrey
National Education Longitudinal Study of 1988 (NELS:88) Research Framework and Issues. Working Paper Series.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 96
NOTE- 88p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Databases; Higher Education; Longitudinal Studies; Models; *National Surveys; *Research Design; Research Methodology; Secondary Education
IDENTIFIERS- *National Education Longitudinal Study 1988

This report presents an analysis blueprint for data provided by the National Education Longitudinal Study of 1988 (NELS:88), a survey system sponsored by the National Center for Education Statistics (NCES). The report will inform beginning NELS:88 data users of the many substantive issues that can be addressed by the data, and it should present experienced researchers with promising ideas that can be explored through NELS:88 data. Other audiences may find the report useful in gaining an overview of the richness of NCES data in addressing education policy issues. The report, primarily the outcome of an NCES-sponsored conference, incorporates the more than 70 research issues discussed at the conference, and categorizes them into

IDENTIFIERS- California Achievement Tests; *Shelters

This book is a study of the impact that changes in living environments (i.e. from homelessness in a shelter to a family's own dwelling unit) have on the academic achievement of school-age children. The study samples seven cases of public school children in grades 5 through 8 during the years 1988 to 1991. The children lived in the same shelter and attended the same urban school system. It compares the academic achievement scores of these children when they were in an urban shelter and when they had returned to a family dwelling. The academic achievement score was matched to a norm for each of the eight academic categories of the California Achievement Test. Results indicate that homelessness has an adverse effect on the academic achievement of school-age children. The study also suggests that if supportive educational services are not received when the child is homeless, the achievement test results will be lower than the district mean. The first chapter highlights the problem, and the second presents a literature review. Chapter 3 discusses the case study technique and the pattern-matching research methodology. Case study data are presented in chapter 4, and chapter 5 is devoted to the summary, conclusions, and some recommendations resulting from the data analysis. (Contains 7 tables, 15 figures, and 49 references.) (SLD)

ED 418 167 UD 032 226

Kincheloe, Joe L., Ed.; Steinberg, Shirley R., Ed.; Gresson, Aaron D., III, Ed.
Measured Lies: The Bell Curve Examined.
PUB DATE- 97
NOTE- 454p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Biological Influences; Elementary Secondary Education; *Genetics; Heredity; *Intelligence; Intelligence Quotient; Intelligence Tests; *Minority Groups; *Nature Nurture Controversy; *Racial Differences
IDENTIFIERS- *Bell Curve (Herrnstein and Murray)

The publication of "The Bell Curve" by R. Herrnstein and C. Murray enraged many with its contention that black children are genetically less able to learn because of their race and its suggestions that some groups may be less worthy of the expenditure of attention and resources because of a reduced capacity for education. This collection presents 29 essays criticizing "The Bell Curve." Contributors are a variety of educators and social theorists, and their essays are grouped into the following sections: (1) "Introducing 'The Bell Curve'"; (2) "Situating 'The Bell Curve'"; (3) "Responding to 'The Bell Curve': Chapter by Chapter"; and (4) "Talking about 'The Bell Curve'." Biographical sketches of the contributors are presented. Each chapter contains references. (SLD)

ED 418 168 UD 032 228

Children at Risk Program of the Department of Public Instruction. An Evaluation. Report No. 97-12.
PUB DATE- 97
NOTE- 55p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Delinquency; Dropout

suggesting that scholarship about blacks should be pursued within a framework of theory, praxis, and community service. Both theory and praxis are critical in order to understand fully how black life experiences have molded and are reflected in American civilization. Theory refers to the building of predictive and projective knowledge about the experiences of blacks, and praxis implies that theoretical understandings of black life experiences should be informed by the concrete experiences of blacks. Community service refers to the idea that students should use their education, as well as the resources of the institution of higher education, to assist in resolving the economic and social problems and challenges of black individuals and communities. The growth of these ideas is traced in the work of W. E. B. Du Bois and Malcolm X. Two major scholarly works that reflect the synthesis of scholarship, praxis, and community service are Kenneth Clark's "Dark Ghetto" (1965) and "The Crisis of the Negro Intellectual" by Harold Cruse, also published in the 1960s. In spite of intellectual and institutional resistance to the synthesis of black scholarship, praxis, and community service, it is imperative that the black community continues to pursue its pedagogical tradition. Black Studies must continue to use the highest standards of intellectual pursuit in ways that connect theory, praxis, and community services. (Contains 20 references.) (SLD)

ED 418 185   UD 032 245

Lewis, Sharon; Williams, Adriane; Casserly, Michael
Critical Trends in Urban Education: A Poll of America's Great City Schools.
PUB DATE- 98
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Administrators; *Community Leaders; Educational Change; Educational Improvement; *Educational Trends; Elementary Secondary Education; Futures (of Society); *Public Schools; School Restructuring; Surveys; *Trend Analysis; Urban Problems; *Urban Schools; Urban Youth
IDENTIFIERS- *Council of Great City Schools

This monograph is the third in a series of polls of the leadership of America's major public school systems. In addition to surveying board members, superintendents, and other leadership staff, this poll also included urban mayors and representatives of colleges and universities who work with staff and students of the member cities of the Council of the Great City Schools. Approximately 235 persons responded to the survey, which was administered at the annual conference of the Council of the Great City Schools. Responses are compared, as appropriate, to the surveys of 1993-94 and 1995-96. Fully 82.1% of respondents indicated that they were optimistic or somewhat optimistic about the future of urban education, but slightly more than 1 in 10 were somewhat or entirely pessimistic. When educators and urban leaders were asked to rate the overall help the school system received, no group or sector had an overwhelming majority of favorable responses, but many were acknowledged. However, less than one-sixth gave positive ratings to the print and electronic media and the U.S. Congress. As in previous surveys, parental involvement, adequate funding, and academic achievement remained the top most pressing needs. Nearly 9 of 10 respondents said that the strategies they used most for urban education reform were government, interlibrary loans, state documents depository, service to the blind and physically handicapped, and state library loan statistics; (5) a statistical summary of library materials and a description of special collections; (6) library development, including consultation services and grant administration; (7) an update on the South Carolina Library Network; (8) public information services activities; (9) data on volunteer program participation; and (10) a list of recent state library publications. Appendix 1 contains directories with the addresses and contact information for public library board chairmen, public libraries, college and university libraries, and state institutional libraries. Appendix 2 contains library statistics which compare public library data from 1996-1997 with previous years. (AEF)

ED 417 738 IR 056 965

MacFarland, Thomas W.
Students of Nova Southeastern University Evaluate the University's Library and Library Services. Report 97-12.
PUB DATE- 97
NOTE- 62p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Libraries; College Students; Distance Education; Electronic Libraries; Higher Education; Library Collection Development; Library Materials; *Library Services; *Library Surveys; Online Systems; Student Attitudes; *Student Surveys; *User Satisfaction (Information)
IDENTIFIERS- *Nova Southeastern University FL

To meet the information needs of a large body of resident and distant students, Nova Southeastern University (Fort Lauderdale, Florida) has developed an extensive library system; also available is an Electronic Library to meet the needs of distance education students and resident students who prefer to access library and learning resource materials online. The purpose of this study was to determine the level of student use of the University's libraries and also the level of student satisfaction with the University's libraries and library services. The population for this study consisted of 941 Winter Term 1997 students with a permanent United States mailing address, with this invited sample representing students in all academic centers. The response rate was 16.9%; there was ample evidence that the responding sample was representative of the population. Approximately 30% of all respondents indicated no use of the University's library or library-provided services during a typical term, and approximately 30% indicated use only one time per week. Respondents were also asked to mark their level of satisfaction with a variety of quality indicators related to the University's libraries and library services. Statements addressed many topics, including facilities, equipment, services, and materials. All statements related to satisfaction with the libraries and library services received a median rating of 3 or greater (with 1 being very dissatisfied and 5 being very satisfied), and 85% of all statements received a median rating of 4. Appended are the cover letter and survey; 12 data tables; and responses about access to information resources. (AEF)

ED 417 739 IR 056 966

Budd, John M.

PUB DATE- 96
NOTE- 15p.; Topic G in: Proceedings of the ITEC Virtual Conference: A Meeting of the Minds (Australia, 1996); see IR 056 989.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; Foreign Countries; Leadership; *Library Associations; Library Development; *Professional Associations; *Professional Development; *School Libraries; Standards; User Needs (Information)
IDENTIFIERS- *Teacher Librarians

Four papers on meeting the professional information needs of teacher librarians focus on the responsibility of professional teacher librarian associations include: "The Responsibility of Professional TL Associations" (Norma Jeffrey); "Meeting the Professional Information Needs of TLs: The Responsibility of Professional Teacher Librarian Associations" (Anne Plowman); "Responsibility of the Professional Teacher Librarian Organisation" (Rose Dotten and Liz Kerr); and "Responsibility of Professional Teacher Librarian Associations" (Gerald R. Brown). The first paper notes that, as brokers of professional information, associations must provide forums for innovators to share their expertise, to form collaborative partnerships, and to implement strategies to ensure that equitable standards are maintained across the full spectrum of school libraries. The second paper discusses the School Libraries Section of the Australian Library and Information Association (ALIA) and argues that associations must provide worthwhile and challenging professional experiences for teacher librarians. The third paper outlines the mandate of a teacher librarians' association within a threefold framework of: leadership, advocacy, and professional development. The final paper discusses the importance of professional support and the need for an association to provide a network of people helping people. Issues that need to be addressed are outlined. (AEF)

ED 417 761 IR 056 997

Home-School Links: Networking the Learning Community.
PUB DATE- 96
NOTE- 13p.; Topic H in: Proceedings of the ITEC Virtual Conference: A Meeting of the Minds (Australia, 1996); see IR 056 989.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Information; *Computer Networks; *Educational Technology; Elementary Secondary Education; Equal Education; Foreign Countries; Information Networks; Information Seeking; *Internet; Rural Education
IDENTIFIERS- *Access to Technology; *Connectivity; Teacher Librarians

The topic of networking the learning community with home-school links is addressed in four papers: "Internet Access via School: Expectations of Students and Parents" (Roy Crotty); "The School Library as Community Information Gateway" (Megan Perry); "Rural Access to the Internet" (Ken Eustace); and "NetDay '96: Extending the Internet with Volunteers and Donations" (Steve Cisler). Highlights include: the teacher librarian role in regarding the use of resources, personnel policies, and the educational process. In general, all three institutions benefited from the process, suggesting that this type of consolidation might also be beneficial for institutions in the United States. Contains 12 references. (BCY)

ED 417 780 JC 980 178

National Science Foundation Activities in Support of Two-Year College Science, Mathematics, Engineering, and Technology Education. Fiscal Year 1996 Annual Report.
PUB DATE- 96
NOTE- 93p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; College Science; Community Colleges; Conferences; Engineering Education; *Financial Support; Instructional Program Divisions; Mathematics Education; Outreach Programs; Program Budgeting; Program Costs; Program Descriptions; Science Activities; *Science Education; *Science Programs; Tables (Data); Technology Education; Two Year Colleges; Workshops
IDENTIFIERS- *National Science Foundation

This report describes National Science Foundation (NSF) activities in support of two-year college science, mathematics, engineering, and technology education for fiscal year 1996. Chapter 1 includes an introduction and overview, with tables showing the levels of two-year college support by NSF division from 1993 to 1996. Chapter 2 provides information on leadership and outreach activities undertaken by the Education and Human Resources (EHR) division, including workshops related to engineering technology education, a summer internship program, ethics and biotechnology, a community college day, and related conferences and publications. The third chapter outlines the Advanced Technological Education Program and offers tables of data. Chapter 4 describes leveraged program support by divisions of EHR, including the Division of Undergraduate Education; Division of Elementary, Secondary, and Informal Education; Division of Human Resource Development; Division of Research, Evaluation, and Communication; and the Division of Educational System Reform. The last chapter reviews research directorates, including NSFNET and Network Infrastructure Program, Technology Reinvestment Program, and Engineering Education Coalitions. Appendices include FY 1996 awards, an index of principal investigators, and publications of prior year activities involving two-year colleges. (YKH)

ED 417 781 JC 980 179

Assessment of Institutional Impact and Long-Term Strategies Development.
PUB DATE- 97
NOTE- 8p.; Report of the Commission on Workforce and Community Development, Work Group III.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Change Strategies; *Community Colleges; Educational Change; Educational Needs; Faculty Development; Financial Support; Futures (of Society); Institutes (Training Programs); Institutional Evaluation; Instructional Innovation; *Job

world and analyzed. The results were translated into these 115 patterns for policy planning, project planning, architectural program development, site design and development, overall building organization, individual spaces, and building subsystems. The patterns subsequently have been checked and are reinforced by empirical research as well as design and consulting experience. (Author)

ED 417 798 PS 026 189

Activities for Teaching Responsibility: Teaching Responsibility in the Elementary School Curriculum.
PUB DATE- 97
NOTE- 59p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Books; Childrens Literature; *Class Activities; Classroom Techniques; Elementary Education; *Elementary School Curriculum; *Learning Activities; Prosocial Behavior; *Responsibility; Values Education

The activities in this book are idea starters for teaching about responsible behavior. The activities provide opportunities to discuss and reflect on personal and group responsibilities during daily activities in ordinary, familiar situations at home, school, in neighborhoods and communities. The ideas can be adapted and used appropriately in primary to upper elementary classes, with the discretion of the teacher and the needs of the students guiding how the activities are used in the classroom. The following components are included for each activity: (1) activity overview, a brief description outlining suggested steps to follow; (2) literature connection, a list of books on related topics to use in integrating instruction; (3) "ways I can use this idea," an opportunity for teachers to identify ways they can incorporate the suggested activities in existing lessons or units and to adapt to individual and class needs. Selected activities also include handout masters, copy-ready masters to support the activities. Example titles of activity units are: (1) "Recipes for Responsible Behavior"; (2) "Times When We Act Responsibly"; (3) "Behaviors that Bug Me"; (4) "Turn Over a New Leaf"; (5) "Room Responsibilities"; and (6) "Oops! Your Irresponsibility is Showing!" There are 26 activity units in all. (EV)

ED 417 799 PS 026 216

Fuller, Bruce; Coonerty, Casey; Kipnis, Fran; Choong, Yvonne
An Unfair Head Start: California Families Face Gaps in Preschool and Child Care Availability. Second Edition.
SPONS. AGENCY- Spencer Foundation, Chicago, IL.
PUB DATE- 97
NOTE- 72p.; A report from the "Growing Up in Poverty" Project.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Access to Education; Counties; *Day Care; Economically Disadvantaged; Educational Demand; *Educational Supply; Minority Groups; Preschool Education; Welfare Recipients
IDENTIFIERS- California; *Child Care Needs; Welfare Reform

This report details inequities in how preschool and child care opportunities are distributed among 4 California counties, across communities situated within these counties, and among the state's 200 localities with the most families receiving

27 categories. There is also a state-by-state summary of legislation. (Arkansas, Montana, Nevada, North Dakota, Oregon, and Texas did not hold regular sessions in 1996.) Previous editions of this publication included an adolescent health section and a more comprehensive school-based health section; the National Conference of State Legislature's (NCSL's) publication "Adolescent Health Issues: State Actions 1996" now covers those topics. (EV)

ED 417 817 PS 026 374

Fraser, Helen
Early Intervention: Key Issues from Research.
PUB DATE- 98
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Academic Achievement; *Disadvantaged Youth; *Early Intervention; *Educational Improvement; Educational Research; Family Environment; Family Literacy; Foreign Countries; Influences; Literacy; Numeracy; Parent Participation; Poverty; Primary Education; School Role; Student Needs; Young Children
IDENTIFIERS- Program Characteristics; Reading Recovery Projects; Scotland

As the preschool and early years of schooling were becoming the focus of increasing attention, the Scottish Office Education and Industry Department commissioned a review of United Kingdom and international literature on the use of early intervention schemes for disadvantaged students. The resulting review presents evidence on the most appropriate time to intervene, the effectiveness of alternative strategies, and reported long-term benefits. The strong message from the research is that there are no single-measure answers. Early intervention schemes should be located within the wider framework of efforts over the last 2 decades to overcome educational disadvantage and improve school performance. Children's needs are no longer seen as separable from family needs. Research on early learning closely links cognitive development to social and emotional factors, and policy makers and practitioners will need to taking this into consideration as they put practical initiatives into place. (Contains 23 references.) (HTH)

ED 417 818 PS 026 375

Coontz, Stephanie
The Way We Really Are: Coming to Terms with America's Changing Families.
PUB DATE- 97
NOTE- 256p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Child Rearing; Divorce; *Economic Factors; Emotional Adjustment; Employment Patterns; Family Environment; Family Life; *Family (Sociological Unit); Family Work Relationship; Feminism; *Government Role; Marital Instability; Marriage; Parent Child Relationship; Sex Role; *Social Attitudes; *Social Change; Social History; Social Problems
IDENTIFIERS- *Family Strengths; Family Support; *Historical Background

U.S. families are undergoing disconcerting changes. This book offers an explanation of the causes and consequences of today's

Transitions and Linkages.
SPONS. AGENCY- Aga Khan Foundation, London (England).; Bernard Van Leer Foundation, The Hague (Netherlands).; Save the Children, Atlanta, GA.; World Bank, Washington, DC.; Christian Children's Fund Inc., Richmond, VA.
PUB DATE- 97
NOTE- 76p.; Photographs may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Child Advocacy; Day Care; *Developmental Continuity; Family School Relationship; Foreign Countries; Parent School Relationship; *Preschool Education; Primary Education; *School Readiness; *Transitional Programs; World Wide Web
IDENTIFIERS- UNICEF

If children are to benefit from a healthy, supportive early childhood experience, it is important to strengthen transitions between early childhood experiences in educational and care settings and the more formal educational system. This issue of Coordinator's Notebook focuses on strengthening linkages and transitions between home, preschool, and primary school. The journal is divided into five sections. "Removing Roadblocks to Success: Transitions and Linkages between Home, Preschool, and Primary School" (Robert G. Myers) examines several approaches in which transitions between early childhood experiences and schooling can be supported and linkages built between home, care settings, and schools to strengthen children's ability to thrive as they move out into the world. "Diagnosis and Solutions: Efforts to Address Transitions and Linkages in Diverse Countries" (Judith L. Evans) describes activities to strengthen linkages and transitions in Kenya, Indonesia, New Zealand, the Philippines, South Africa, Guyana, Colombia, and India. "Related Resources" presents available UNICEF titles related to this topic and information available on the World Wide Web. "The New CG Secretariat: An International Exchange of ECCD (Early Childhood Care and Development) Knowledge and Experience" presents the goals and activities of the newly restructured Secretariat, a forum for regional representatives and the donor consortium to engage in knowledge gathering, synthesis and dissemination, networking, technical assistance, and early childhood care and development advocacy. "Network Notes" reports on the activities, meetings and calendar of the Secretariat and of the Partners of the Consultative Group on ECCD. (KB)

ED 417 837 PS 026 401

Hatcher, Barbara, Ed.; Beck, Shirley S., Ed.
Learning Opportunities beyond the School. 2nd Edition.
PUB DATE- 97
NOTE- 92p.; For 1987 edition, see ED 288 630. Photographs may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Community Programs; Community Resources; Curriculum Enrichment; Early Childhood Education; Elementary Education; Enrichment Activities; *Experiential Learning; *Family School Relationship; *Holistic Approach; Learning Processes; *School Community Relationship

The fact that much of learning occurs beyond school walls points to the need for a holistic approach to education. Such an approach involves planned cooperative links between family and the formal and informal learning environments that exist in the

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Brain; *Child Development; *Childhood Needs; *Childrens Rights; Foreign Countries; Opinion Papers; *Preschool Children; Preschool Education
IDENTIFIERS- Brain Development; Caribbean

This paper examines the needs of young children in the Caribbean region with an emphasis on early childhood development programs in addition to early childhood education. The paper maintains that the first 3 years of life are critical for brain development; parents and caregivers should be enabled to provide appropriate experiences, and children have a right to develop to their fullest potential. Early intervention prior to entering school has long-term effects, and the results of research in the United States and in Turkey are cited. The paper also points out the moral and social values connected with early childhood intervention, and the role of early intervention in helping children benefit from primary education. Additionally, a wealth of research points to links between improving the levels of schooling and economic productivity, especially by enabling increased labor force participation by women. The paper notes that early childhood education and development (ECED) reduces social, economic, and gender inequalities, and is especially important in Caribbean countries, where one-third of all children live in poverty and fall quickly and progressively behind more advantaged peers. Additionally, ECED may enhance social equity through improving boys' school preparation and improving expectations for girls' achievement. Early education and development can also provide a focus to mobilize poverty eradication efforts. The paper cites increased child survival rates, changing family structures and childrearing practices, rural-urban migration, growing participation of women in the labor force, the challenge to men to participate equally in nurturing and household contexts, and the relevance of schooling content and methodologies all as reasons for increased investment in ECED programs. (KB)

ED 417 856 PS 026 431

Williams, Sian
Plan of Action for Early Childhood Education and Development (ECED) in Caribbean Countries.
PUB DATE- 97
NOTE- 51p.; Paper presented at the Caribbean Conference on Early Childhood Education (2nd, Bridgetown, Barbados, April 1-5, 1997).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Budgeting; *Child Development; Delivery Systems; *Educational Planning; *Educational Policy; Educational Quality; Federal Legislation; Foreign Countries; Government Role; *Policy Formation; *Preschool Education; Program Development; Public Policy
IDENTIFIERS- Caribbean

The draft Plan of Action for Early Childhood Education and Development (ECED) was prepared for consideration by country delegates and other participants at the 1997 Second Caribbean Conference on Early Childhood Education. The plan provides a framework for consideration of the issues involved in constructing a country policy and program for ECED. The plan

NOTE- 264p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; Child Welfare; *Childhood Needs; Children; Delivery Systems; *Emotional Response; *Family Relationship; Foreign Countries; Foster Care; *Foster Children; Foster Family; Parent Child Relationship; Psychological Needs; *Social Workers; Theory Practice Relationship
IDENTIFIERS- Canada; Out of Home Care; Permanency Planning (Foster Care)

Loss and uprootedness are core problems of enforced separation, and are especially hard on children. Children in out-of-home care need help in dealing with separation, particularly in maintaining ties with family. This report details a study of how 36 social workers in 2 Canadian child protection agencies have managed separation issues with the children in their caseload. The study examined children's behavior and expressed feelings related to separation from their families, as well as the responses of their caseworkers, foster caregivers, and placement agencies. Following an introduction noting the importance of maintaining family ties and detailing the study setting, the report's first chapter presents theories of separation and self-concept relevant to children in care. Chapter 2 reviews research knowledge from empirical studies and practice experience. Chapters 3-5 describe and discuss the qualitative findings from workers' discussions in supervision, including children's reactions to separation; workers' interventions; and agency influences on the handling of separation, all of which indicate that children in care have strong emotional ties to their families, but that these often go unrecognized, while families tend to be excluded from their children's lives in care. The report's final chapter draws conclusions from the findings and makes recommendations to address the gaps between principles and practice in child welfare service delivery. Four appendices provide details of the format and content of an in-service training program on separation and inclusive practice that was given to the social workers at the beginning of the study. (HTH)

ED 417 875 PS 026 498

Shostack, Albert L.
Group Homes for Teenagers: A Practical Guide.
PUB DATE- 97
NOTE- 212p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adolescents; Child Caregivers; Child Welfare; Foster Care; *Group Homes; Housing; Program Implementation; *Residential Programs; Staff Role
IDENTIFIERS- Daily Routines; *Out of Home Care; Placement (Foster Care); Program Characteristics

To succeed today, service models for group care of those in the child welfare system must emphasize a holistic approach, taking into account the needs of the individual, family, and surrounding social environment. Articulating the many tasks associated with both starting and running a community-based group home, this book provides a guide for group home operators and staff members, child welfare caseworkers, and others care, large African American populations, and high rates of poverty and at-risk factors for school failure. The preservice teachers stay in homes of community families, and through the implementation of a service learning project, identify community needs and incorporate them into a meaningful school curriculum. Much of the impact of schools in rural communities depends on the strength of the school-community connection, and service learning can strengthen the interaction between classroom and community. The four stages of service learning projects are discussed, as well as how service learning uses the rural community as a curriculum resource, provides students with an opportunity to participate in job development, addresses community social and welfare needs, helps adults realize that schooling is a lifelong activity, enhances intergenerational ties, and demonstrates that caring for others and the community are characteristics of responsible adults. Figures depict the integration of service learning into the IEP and service learning responses to community problems. (TD)

ED 417 891   RC 021 445

Hoover, John H.; Aakhus, Belle P.
Staying, Leaving, and Job Satisfaction in a Rural/Remote State: A Matter of Roots.
PUB DATE- 98
NOTE- 9p.; In: Coming Together: Preparing for Rural Special Education in the 21st Century. Conference Proceedings of the American Council on Rural Special Education (18th, Charleston, SC, March 25-28, 1998); see RC 021 434.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Satisfaction; Elementary Secondary Education; Family Work Relationship; *Job Satisfaction; *Labor Turnover; Professional Development; Quality of Life; *Quality of Working Life; Rural Areas; *Rural Schools; *Special Education Teachers; *Teacher Attitudes; Teacher Burnout; Work Environment
IDENTIFIERS- *North Dakota

Teachers' decisions about staying in a position are influenced by three classes of variables: employment, personal, and external. In a North Dakota study of the relationship between these variables and job retention in rural areas, 42 special education teachers and related service personnel who had left their positions in the past year (leavers) and 44 who had not left their positions (stayers) were interviewed. Town size did not predict staying and leaving, probably because the majority of subjects resided in small towns. Compared to stayers, leavers were less satisfied with housing choices, rated their communities lower as to quality of life, traveled further to centers for services and entertainment, had been in their current positions for shorter periods, and rated themselves as a better match for the teaching profession. No relationship was found between satisfaction or burnout and staying and leaving, and stayers appeared tied to their positions by family, community, and regional ties. "Satisfaction with professional development" was an integral part of the model although its importance as a predictor decreased as other variables came into the model. Job satisfaction in this rural state appeared to be predicted largely by employment related factors, including burnout and satisfaction with the professional development opportunities offered through positions. Administrators should recognize that an active professional solutions to barriers in inclusive education. The next component of Region 16's plan involved identifying demonstration sites that would receive technical assistance. Other components included administrative seminars, creation of a video library, and training of a team of inclusion resource experts. Additional types of support included a newsletter, half-day training sessions, and other training opportunities. Evaluation of the regional plan emphasized determination of the extent to which students with disabilities were being served in integrated settings. A demonstration site faculty survey and a statistical look at campus-level changes in student placement and use of personnel yielded very positive results, which were attributed to the impact of cluster site training. (SAS)

ED 417 908 RC 021 462

Dooley, Elizabeth A.; Perkins, Nechelle
Let's Talk about the Needs of African American Children with Sickle Cell Disease: A Recognized "Other Health Impairment."
PUB DATE- 98
NOTE- 11p.; In: Coming Together: Preparing for Rural Special Education in the 21st Century. Conference Proceedings of the American Council on Rural Special Education (18th, Charleston, SC, March 25-28, 1998); see RC 021 434.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Blacks; *Child Health; Children; Early Identification; Early Intervention; Educational Malpractice; Elementary Secondary Education; Health Needs; *High Risk Students; Hispanic Americans; Preschool Education; *School Responsibility; *Sickle Cell Anemia; Special Education; Special Health Problems; *Student Rights
IDENTIFIERS- *African Americans; *Individuals with Disabilities Education Act

Children who inherit sickle cell disease, primarily African Americans and Hispanics, are at risk for serious medical conditions and require special care both at home and in school. Sickle cell disease is recognized as an "Other Health Impairment" and identified students may be eligible for special education services under the Individuals with Disabilities Education Act (IDEA). This report reviews the description and management of sickle cell disease, including physical areas affected, medical problems associated with the disease, and proper treatment. A case study details a school's failure to accommodate a child with the disease. The educational rights of a student with the disease are examined within the framework of IDEA: goals of early intervention; types of service considerations; identification, location, and evaluation; inclusion; eligibility determination; individualized education program development; and placement safeguards. Implications are listed for educators and administrators in accommodating students with sickle cell disease. These include teacher education about the disease and its impairments; communication with parents; learning environment modifications; due process; student academic and social evaluation; and "search and find" coordination with social agencies, health care providers, and educators. (SAS)

ED 417 909 RC 021 463

Collins, Belva C.; Grisham-Brown, Jennifer; Schuster, John W.

rural/urban location, availability of nonproject services, staffing, staff qualifications, inservice training, agency collaboration, needs for support services, barriers to implementation, project needs for technical assistance, recruitment strategies, and content and intensity of services. Chapter 3 describes participant characteristics: family structure, size, ethnicity, and economic status; parents' education and employment status; and nonproject services received. Chapter 4 outlines participation rates by parents and children in various services, prevalence of special needs children, retention rates, and parent educational and employment status at year end. Includes 44 data tables. (Author/SV)

ED 417 925 SE 059 041

New Tools for Science Education: Perspectives on How New Technologies Are Transforming Undergraduate Science Education and Outreach to Elementary and Secondary Schools. Undergraduate Program Directors Meeting (October 25-27, 1995).
PUB DATE- 96
NOTE- 174p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Biology; Biomedicine; *Curriculum Development; Educational Technology; Elementary Secondary Education; Higher Education; Learning Strategies; Partnerships in Education; *Science Education; *Undergraduate Study

This meeting proceedings provide a forum for the program directors to discuss various educational challenges facing undergraduate science departments and to learn how their colleagues in other institutions are addressing the same challenges. The meeting theme was New Tools for Science Education and participants examined issues related to how new educational technologies are transforming teaching and learning in undergraduate science education and in outreach to elementary and secondary schools. Appendices contain a list of meeting attendees, and undergraduate biological sciences education program award recipients from 1988-1994. (DDR)

ED 417 926 SE 060 357

Snyder, Will
Educating Young People about Energy for Environmental Stewardship: A Guide to Resources for Curriculum Development with an Emphasis on Youth-led, Community-based Learning.
SPONS. AGENCY- Amoco Foundation, Inc., Chicago, IL.; Extension Service (USDA), Washington, DC.; Massachusetts Univ., Amherst. Cooperative Extension Service.
PUB DATE- 94
NOTE- 53p.; For related documents, see SE 060 359-360.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Community Programs; *Curriculum Guides; Elementary Secondary Education; *Energy Education; *Environmental Education; Information Sources; *Resource Materials; *Youth Programs
IDENTIFIERS- *Stewardship

This curriculum guide is intended for educators who want to help the other documents. Results indicate that twins exhibit great similarity in motivation for studying science and unique communication patterns. (DDR)

ED 417 946 SE 061 236

Rakow, Steven J.
Art as a Probe of Scientific Inquiry.
PUB DATE- 98
NOTE- 22p.; Paper presented at the Annual Meeting of the Consultation of the International Consortium for Research in Science and Mathematics Education (7th, Trinidad, February 26-28, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Concept Formation; Educational Change; Elementary Education; Higher Education; Inquiry; *Methods Courses; *Preservice Teacher Education; *Science Education; *Scientific Methodology; *State Standards; Teacher Education
IDENTIFIERS- Texas

This study investigates the development of an understanding of scientific inquiry by preservice teachers as a result of their participation in a five-week elementary science methods class. The study was done in response to changes in state standards for teacher education in Texas and focuses on the effectiveness of a one-hour methods course in science on inquiry. Data collected by way of the final examination suggest that students in this course develop an understanding of scientific inquiry. Further investigation via a free written response to a particular work of art involving methods students (N=115) provided results demonstrating that even a short-term exposure to a science methods class can result in a change in vocabulary. These changes are compatible with an inquiry approach to elementary science teaching. Contains 2 appendices and 3 data tables. (DDR)

ED 417 947 SE 061 241

Robinson, Scott
A Narrative of a First Year Science Teacher.
PUB DATE- 95
NOTE- 19p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (San Francisco, CA, April 22-25, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Autobiographies; *Beginning Teachers; *Decision Making; Educational Strategies; *Knowledge Base for Teaching; Prior Learning; Reflective Teaching; *Science Education; *Science Teachers; Secondary Education; *Teacher Interns

This paper is a narrative account of a critical classroom episode in the life of a beginning secondary science teacher. Emphasis is placed on a beginning science teacher's prior knowledge of effective science instruction and is used to guide on-going classroom practices to facilitate student learning. The story is created from classroom observations of a secondary science teacher intern, formal and informal interviews with the teacher intern, and a critical autobiography describing his views on science, knowledge, teaching, and learning. The story revolves around an issue the teacher is confronted with related to poor unified model was employed to enable the capture of the dynamic nature of biological processes and phenomena. The study is based on the integration of two conceptual frameworks, one related to systems and the other to the ontological nature of processes. The model was developed through the study of students' understanding of energy in the biological context as it resulted from a curricular unit on energy that was based on a qualitative, thermodynamic approach. Four independent interrelationships were studied: (1) within biological processes; (2) between processes; (3) between processes and general biological phenomena; and (4) between general biological phenomena and general theoretical frameworks. Analysis of the data provides a deeper understanding of students' conceptions and focuses on the more important issues of biological systems. Contains 14 references. (Author/DDR)

ED 417 969   SE 061 295

Kreke, Kelly; Fields, Amanda; Towns, Marcy Hamby
An Action Research Project on Student Perspectives of Cooperative Learning in Chemistry: Understanding the Efficacy of Small-Group Activities.
PUB DATE- 98
NOTE- 32p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (71st, San Diego, CA, April 19-22, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Action Research; Chemistry; Classroom Environment; *Cooperative Learning; Educational Strategies; *Grouping (Instructional Purposes); Higher Education; Inquiry; *Science Activities; Science Curriculum; Science Education

An action research framework is used to learn what cooperative learning activities mean to students in a physical chemistry course, to discover how the activities can be improved, and to learn how students' perception of cooperative learning changes. Through an analysis of field notes and a student questionnaire, two findings emerged which describe students' perception of cooperative learning activities. Cooperative learning activities provide a mechanism for students to develop a feeling of community in the classroom and relationships are viewed as a positive force in learning that promotes achievement through commitment and mutual goals. Among students whose perception of cooperative learning changed from negative to positive, the key factor is the promotion of commitment and mutual goals among group members. Other related factors explored include student preparation for group work, the role of teacher as facilitator of student learning, and conceptual learning. It is concluded that fostering a climate in which cooperation is accepted and expected will lead to an environment in which a wider range of student learning styles is supported. Contains 52 references. (DDR)

ED 417 970   SE 061 300

Mueller, Jennifer C.; Zeidler, Dana L.
A Case Study of Teacher Beliefs in Contemporary Science Education Goals and Classroom Practices.
PUB DATE- 98
NOTE- 36p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (71st, San Diego, CA, April 19-22, 1998).

DESCRIPTORS- Adult Learning; *Competency Based Education; Educational Theories; Elementary Secondary Education; Foreign Countries; *Lifelong Learning; Political Issues; Vocational Education
IDENTIFIERS- Australia (Perth)

This paper outlines the background and preliminary findings of a study currently in progress in Perth, Western Australia, to investigate the relationship between competence based training and the development of lifelong learning skills. The paper explores both the underlying aims of competency-based training (CBT) and the educational antecedents of the system to establish that there is a political intention and theoretical compatibility between the current system and lifelong learning development. Current concerns about the implementation of CBT system are reviewed and categorized. There are indications that the defined outcomes of CBT foster an environment that may focus primarily upon learner content achievement. This focus can mask the true basis of CBT and inhibit the realization of learner process choice, learner process reflection and the development of lifelong learning skills. The current methodology and instruments which are being used in the research project to examine this area are then described. The paper provides an overview of the initial data analysis which does not indicate a significant relationship between CBT systems and the development of lifelong learning skills. Finally the paper examines some of the factors which appear to be more critical in either inhibiting or facilitating such development and provides a conceptual model of those factors. Contains 57 references. (Author)

ED 417 992 SE 061 380

High, Robert V.
The Use of Computer Software in the Teaching of College Mathematics and Statistics.
PUB DATE- 98
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Calculators; *College Mathematics; *Computer Software; *Computer Uses in Education; Educational Technology; Higher Education; *Mathematics Instruction; *Statistics; Surveys; *Teacher Attitudes

This paper reports on the results of a survey instrument designed to measure the use of mathematics software packages, as well as statistical software packages in the college classroom. The survey was distributed to teachers of mathematics and statistics at several four-year colleges in Long Island, New York. The survey also measured the opinions and attitudes of the faculty towards the use of computer software to supplement their teaching. It was found that a majority of professors teaching statistics were utilizing statistical packages to supplement their teaching. However, only 21% of the mathematics professors responding to the survey indicated using mathematical software to supplement their teaching. A majority of both statistics professors and mathematics professors indicated they used and required the students to use calculators in the classroom. (Author)

ED 417 993 SO 027 638

Lisman, C. David
The Curricular Integration of Ethics: Theory and Practice.

History; Social Studies; *State History; *United States History; World War II
IDENTIFIERS- *New York

This curriculum resource guide allows students to interpret key historical events and trends from the perspectives of a variety of cultural, linguistic, and ethnic groups. The 20 learning activities represent suggested approaches for teaching Units 11 and 12 of the New York State Grades 7 and 8 syllabus. Each unit is comprehensive, divided into topical learning activities. Focus questions, teacher background materials, major ideas, concepts, performance objectives, development strategies and worksheets are included. Follow-up activities provide extension suggestions for individual students or classes. Worksheets contain primary sources such as photographs, speeches, letters, and diaries of a particular era. Unit 11, "The Changing Nature of the American People from World War II to the Present," contains 14 learning activities. Unit 12, 'Citizenship in Today's World," provides 6 activities. (EH)

ED 418 014 SO 028 425

Anderson, Curt; Dick, Robert; Prager, Jeffrey; Stivers, Nolan; Ware, Judith; Burke, Francis; Keay, Thomas; Rothweiler, Deborah; Tepe, Henry; Suiter, Mary, Ed.; McCorkle, Sarapage, Ed.
Economies in Transition: Command to Market. Teacher Resource Manual. EconomicsAmerica.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 115p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Capitalism; Communism; *Economic Change; *Economic Climate; Economic Development; Economics; Economics Education; Fascism; Foreign Countries; Free Enterprise System; *Global Education; *Marxism; Secondary Education; Social Studies; *Socialism
IDENTIFIERS- Europe (East); Russia; Ukraine

The materials in this publication were developed by nine high school teachers from St. Louis, Missouri, and a U.S. economic educator after they attended a program in Kharkiv, Ukraine, to learn about the difficulties of economic transition in that country. This book is designed to provide lessons about basic economic reform issues facing the countries in the former Soviet Union and eastern Europe. Each of the 10 lessons focuses on a specific aspect of economic reform and the challenges that have been encountered. The 10 lessons in this packet include: (1) "A Parking Lot Full of Incentives"; (2) "Who Decides?"; (3) "A Tale of Two Countries"; (4) "Klips and Kupons"; (5) "Economic Transition: The Role of the State"; (6) "All for One, One for All: - Well Maybe: Problems Within a Tightly Controlled Industrial Structure"; (7) "The Money Maze"; (8) "Public to Private"; (9) "Worker Woes: Labor Transition Challenges"; and (10) "Market or Command: Which Is Best for the Environment?" (EH)

ED 418 015 SO 028 426

Schug, Mark C.; Morton, John S.; Wentworth, Donald R.
Economics and the Environment - EcoDetectives. EconomicsAmerica.

This study reports on the results of two panel surveys conducted in 1992 and 1995 with representative samples of 16- to 65-year old women in Germany. Participants were interviewed individually in their homes. The interviews lasted about two hours and consisted mainly of standardized scales which had to be filled by the participants. The results were divided into subscales for masculinity and femininity characteristics, with a classification for androgynous and indifferent. Gender identity type was then assessed as a function of age and culture in the samples of East and West German women. Attitudes toward work and family were also assessed as were attitudes toward educational objectives. The hypothesis was that androgynous women should make fewer differences between boys and girls in the importance of educational objectives and that they should emphasize feminine as well as masculine objectives similarly. East German women were also expected to emphasize discipline/order more and tolerance less than West German women due to their socialization in a closed-minded political system. Findings show that East German women place more emphasis than West German women on discipline, on male skills for boys, on masculine traits, and less emphasis on tolerance and open-mindedness. In addition, East German women put greater emphasis on the differences between boys and girls than West German women. Overall there are no differences between East and West in sex role attitudes, but an increase is noted in egalitarian attitudes is noted between 1992 and 1995. West German women place slightly but significantly more emphasis on leisure time than women from East Germany, while East German women still put much more emphasis on having children and on being in the labor force than their West German counterparts. (EH)

ED 418 036   SO 028 718

Shifting Sands: Balancing U.S. Interests in the Middle East. Public Policy Debate in the Classroom. Choices for the 21st Century Education Project and Teacher's Resource Book.
PUB DATE- 97
NOTE- 85p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Area Studies; Foreign Countries; *Foreign Policy; Global Education; *International Relations; Islamic Culture; Jews; *Middle Eastern History; *Middle Eastern Studies; Secondary Education; Simulation; Social Studies
IDENTIFIERS- *Middle East

This text asks students to analyze the mix of interests and values that have drawn the U.S. into the Middle East. High school students are to consider the principles and assumptions driving the expanded presence of the U.S. into the Middle East. Part 1 surveys the history of U.S. involvement in the Middle East up to the Persian Gulf War. Part 2 examines how the U.S. policy agenda in the region has changed in the wake of the Persian Gulf War. Four options are delineated for U.S. foreign policy for the Middle East. Students then apply their own recommendations for U.S. policy to three hypothetical regional crises. A list of suggested readings is included. The teaching unit contains a day-by-day lesson plan and student activities. The unit opens with a study of U.S. policy during the final weeks of the Shah's rule over Iran. The second day of the lesson plan calls on students to assume the roles of key Middle Eastern leaders in evaluating the U.S. impact on the Middle East. The third and fourth days engage students in a role play and extensive training. They agreed to use the resources for teaching at least one credit-bearing course and to serve as resources for their respective schools and coaches to other faculty. Evaluation found that the courses increased collaboration, enhanced student motivation and participation, and taught concepts more easily. Faculty changed their teaching styles to focus on guiding and facilitating rather than imparting knowledge. Information on the initiative is appended including a Powerpoint presentation. (SM)

ED 418 057 SP 037 846

Cole, Donna J.; Ryan, Charles W.
Documentation of Teacher Education Field Experiences of Professional Year Interns via Electronic Portfolios.
PUB DATE- 98
NOTE- 40p.; Paper presented at the Annual Meeting of the Association of Teacher Education (78th, Dallas, TX, February 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Uses in Education; Educational Technology; Elementary Secondary Education; Evaluation Methods; Graduate Study; Higher Education; Mentors; *Portfolio Assessment; Preservice Teacher Education; Reflective Teaching; *Student Evaluation; Student Teachers; Student Teaching
IDENTIFIERS- *Authentic Assessment; Reflective Thinking; Wright State University OH

This paper documents the development of an authentic assessment evaluation process at Ohio's Wright State University (WSU), examining authentic assessment efforts related to PRAXIS III/Pathwise Assessment, which is being piloted by the Ohio Department of Education as the model for teacher licensure. Portfolios receive major attention during WSU's introductory education coursework, methods courses, and student teaching (when students complete a portfolio product that demonstrates competency in achieving teacher education objectives, passing the National Teacher Exam, and fulfilling intern teaching requirements). Portfolio assessment is also used in a course, The Teacher in School and Society, during the last semester. Students participate in mentoring partnerships and early field experiences. In 1995, faculty initiated a portfolio process that involved Professional Educators Program (PEP) interns in developing electronic portfolios for documenting professional skills, using PRAXIS domains/criteria as the model. PRAXIS emphasized organizing content knowledge for student learning, creating environments for student learning, teaching for student learning, and teacher professionalism. PEP students were introduced to portfolios, which they had to complete and present upon entry to PEP. Throughout all programs of study, there was infusion of authentic assessment opportunities. Specific technologies used in WSU's program include videorecorders, personal computers, CD-ROM units, educational software, on-line services, videodisk players, an educational resource center, and the Internet. Seven appendixes offer a sample portfolio scoring template, the PRAXIS index, and information on organizing content knowledge for student learning, creating an environment for student learning, teaching for student learning, teacher professionalism, and Ohio licensure. (Contains 37 references.) (SM) education program approval process linked to the recommendations began. Other initiatives that have grown out of the recommendations include: the State Teacher Education Council; Teacher Candidate Assessment Task Force; Maryland Partnership for Teaching and Learning in K-16; NCATE-Maryland State Partnership; National Commission on Teaching and America's Future; and State Task Force on Reading. The paper examines major implications at the school, college, and state level of these interlocking initiatives. (SM)

ED 418 074 SP 037 865

Knudson, Ruth E.
The Relationship between Pre-Service Teachers' Beliefs and Practices During Literacy Instruction for Non-Native Speakers of English.
PUB DATE- 98
NOTE- 56p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Attitude Measures; Bilingual Education; Educational Theories; Elementary Secondary Education; *English (Second Language); Higher Education; Language Teachers; *Literacy Education; Preservice Teacher Education; Special Education Teachers; Student Behavior; *Student Teacher Attitudes; Student Teachers; Teaching Methods

This study surveyed 106 student teachers/interns to determine (1) whether they possessed theoretical beliefs about second language learning and teaching that reflected the methodological divisions of skill-based, rule-based, and function-based approaches toward teaching English as a Second Language (ESL); (2) the extent to which their instructional practices were consistent with their theoretical beliefs; and (3) whether their beliefs and practices changed from the beginning to the end of the year. Participants were preservice educators studying multiple subjects, single subjects, special education, and bilingual education. They completed the Beliefs Inventory, which examined their orientation to teaching ESL, and the Lesson Plan Analysis Task, which had them choose which lesson plans they preferred. Students who demonstrated clear theoretical orientations completed the Ideal Instructional Protocol, which had them describe preferred procedures, techniques, and materials; preferred groupings of students; preferred assessment measures; and good second language learners within ESL classrooms. Next, researchers used observational instruments to examine students' procedures and techniques, materials, grouping methods, assessment methodology, and interactions with students. All students were observed three times from January-June. Results indicated significant differences between programs in proportions of students having clear theoretical orientations and in theoretical orientations toward teaching ESL. Participants' practices were very consistent with their theoretical beliefs. Their theoretical beliefs did not change over the year. The survey instruments are appended. (Contains 17 references.) (SM)

ED 418 075 SP 037 866

Guffey, J. Stephen; Rampp, Lary C.; Bradley, Mary Jane
Curriculum & Technology: Integration through Modeling.
PUB DATE- 98
NOTE- 8p.

EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Elementary Secondary Education; Faculty Development; *Personal Narratives; *Story Telling; Teacher Improvement; *Teachers; Teaching Experience
IDENTIFIERS- *Personal Experiences; Teacher Knowledge

This book for teachers, administrators, and teacher educators suggests that teachers' stories are central to the type of inquiry and reflection that lead to professional development and personal insight. The book contends that it is through careful examination of real-life classroom experiences that teachers explore the complexities of what it means to teach. It is in the narrative mode that teachers consider daily dilemmas, examine their motives and misgivings, savor their successes, and look at their failures. Each chapter contains cases, anecdotes, and short stories by teachers. Chapter 1 asserts the authority of teachers' knowledge. Chapter 2 examines how narrative connects practitioners. Chapter 3 examines the reciprocal natures of teaching and learning. Chapter 4 shows how narrative works as a tool for looking beneath the surface of teaching. Chapter 5 highlights story as a problem solving tool. Chapter 6 discusses helping teachers develop as professionals via story. Chapter 7 suggests that story is a fundamental way for teachers to be heard and participate more fully in educational dialogue. Chapter 8 suggests practical strategies for telling, writing, using, and publishing stories. The two appendixes offer an annotated bibliography of teachers' stories and suggestions for publishing teachers' stories. (SM)

ED 418 093 TM 028 024

Hanson, Jill, Ed.
NCES Announces the Statistical Networking Applications Project.
PUB DATE- 97
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Records; Confidential Records; Data Collection; Electronic Mail; *Elementary Secondary Education; Foreign Countries; Grades (Scholastic); *Higher Education; *Information Networks; Information Transfer; Privacy; State Programs; *Systems Development; *Telecommunications
IDENTIFIERS- Data Transmission; *SPEEDE ExPRESS Electronic Transcript System

This newsletter presents information about the status of the Standardization of Postsecondary Education Electronic Data Exchange/Exchange of Permanent Records Electronically for Students and Schools (SPEEDE/ExPRESS), a system developed for the electronic exchange of student academic records. The awarding of the new SPEEDE/ExPRESS contract, the Statistical Networking Applications Project (SNAP) to Sierra Systems Consultants, Inc., is announced in this issue. Sierra, in partnership with Concurrent Technologies Corporation, will provide management and staff support for this project from October 1, 1996 though September 30, 2001, at which time the project will become self-supporting. The SNAP initiative is focused on the development, implementation, and support of specific standard electronic formats to be used to convey administrative educational information between educational entities. This issue also discusses the introduction of the SPEEDE/ExPRESS homepage, which will provide the educational community with information about the project and links to other factors that may affect that development. The NELS program currently consists of three major studies: (1) the National Longitudinal Study of the High School Class of 1972 (NLS-72); (2) High School and Beyond (HS&B); and (3) the National Education Longitudinal Study of 1988 (NELS:88). This monograph discusses opportunities for drawing comparisons across the cohorts that comprise the three studies, as well as some of the differences in survey content and design that may limit the possibilities of drawing valid comparisons. The focus is on high school transcripts. When transcript information is coupled with other data about students, it permits the specification of complex models of educational processes and the measurement of high school program and course effects on post-high school outcomes. Comparison of transcript information among the three studies means attention to issues of content comparability and sample design. Content comparability is discussed in the "crosswalks" that form the final section of this report, and design comparability is discussed in some detail. Some other difference of note among the studies are discussed, but their general designs were quite similar. The attached crosswalks cover student-level and course-level comparisons. (Contains 4 tables and 19 references.) (SLD)

ED 418 111 TM 028 205

Ingels, Steven; Dowd, Katy
National Education Longitudinal Study of 1988: Conducting Trend Analyses HS&B and NELS:88 Sophomore Cohort Dropouts. Working Paper Series.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 95
NOTE- 154p.; For companion monographs discussing NELS trend comparisons, see TM 028 203 and 028 204.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Records; *Cohort Analysis; *Comparative Analysis; *Educational Trends; Elementary Secondary Education; Institutional Characteristics; Longitudinal Studies; National Surveys; Response Rates (Questionnaires); Secondary Education; *Student Characteristics; Trend Analysis
IDENTIFIERS- High School and Beyond (NCES); *High School Sophomores; *National Education Longitudinal Study 1988; National Longitudinal Study High School Class 1972

The National Education Longitudinal Studies (NELS) program is a long-term effort that now encompasses the educational experience of youth from three decades, the 1970s, 1980s, and 1990s. The NELS program studies the educational, vocational, and personal development of students at various grade levels, and the personal, familial, social, institutional, and cultural factors that may affect that development. The NELS program currently consists of three major studies: (1) the National Longitudinal Study of the High School Class of 1972 (NLS-72); (2) High School and Beyond (HS&B); and (3) the National Education Longitudinal Study of 1988 (NELS:88). This monograph discusses opportunities for drawing comparisons across the cohorts that comprise the three studies, as well as some of the differences in survey content and design that may limit the possibilities of drawing valid comparisons. The focus is on dropouts in 1982 and 1992. A major difference is that the HS&B database contains information only for late dropouts (persons dropping out after the spring term of sophomore year) while the were identified: content, predictive, concurrent, and construct. In subsequent years, predictive and concurrent were combined in a single category labeled criterion validity. The resulting three categories of validity, sometimes called the holy trinity, having survived nearly 40 years of use, are now entrenched concepts in test construction and evaluation. Current trends in the conceptualization of test validity dismiss these three categories as separate entities, but old habits die hard, as apparently do old ideas. This paper reviews the emergence of validity as a unitarian concept, and discusses current views with particular attention to consequential validity. The current theory that delineates the superordinate nature of construct validity and dictates that all lines of validity evidence ultimately point to the construct is reviewed. Consequential validity refers to actual and potential outcomes of test use. It is a controversial concept in that where and when attention to the social and political ramifications of test use should be addressed is arguable. (Contains 24 references.) (SLD)

ED 418 130 TM 028 224

Li, Yuan H.; Griffith, William D.; Tam, Hak P.
Equating Multiple Tests via an IRT Linking Design: Utilizing a Single Set of Anchor Items with Fixed Common Item Parameters during the Calibration Process.
PUB DATE- 97
NOTE- 47p.; Paper presented at the Annual Meeting of the Psychometric Society (Knoxville, TN, June 26-29, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Ability; Difficulty Level; *Equated Scores; Error of Measurement; *Estimation (Mathematics); *Item Response Theory; Simulation; Tables (Data); Test Format
IDENTIFIERS- Anchor Tests; Calibration; Item Parameters; *Linkage

This study explores the relative merits of a potentially useful item response theory (IRT) linking design: using a single set of anchor items with fixed common item parameters (FCIP) during the calibration process. An empirical study was conducted to investigate the appropriateness of this linking design using 6 groups of students taking 6 forms of a pilot test, for an accumulated sample size of 8,357 students. A parameter recovery study was performed to examine the robustness of FCIP under the situation of large standard errors in the item difficulty and guessing parameters. Comparison of these results to those produced by the characteristics curve method (CCM) was pursued. Based on the empirical portion of this study, ability estimates calibrated from this linking design are very consistent, except for students with extreme (especially low) ability under the CCM equating method. Item parameter estimates calibrated from this linking design are also very consistent, except for guessing parameters under the CCM equating method. Based on the results from the simulation portion of the study, this linking result can produce very precise and stable parameter estimates. (Contains 7 tables, 19 figures, and 49 references.) (Author/SLD)

ED 418 131 TM 028 225

Tam, Hak P.; Li, Yuan H.
Is the Use of the Difference Likelihood Ratio Chi-square Statistic for Comparing Nested IRT Models Justifiable?
PUB DATE- 97

these broad areas: (1) secondary education; (2) transition from school to work; (3) postsecondary education; (4) career attainment and life cycle transition after college; (5) motivation, aspiration, self- concept, and other psychosocial issues; and (6) methodological research. The report is organized into four major sections. Section 1 presents information on the background and purpose of the report, and section 2 provides an overview of the NELS:88 database. Section 3 discusses the types and levels of analysis that can be conducted with NELS:88 data. Section 4 presents a list of issues related to the core six areas. Appendixes A-D include technical notes (including a glossary), data analysis suggestions, a discussion of the availability of documents and advice, and a listing of other NCES projects. Contains one figure and one table.) (SLD)

ED 418 150 TM 028 248

Census Mapping Project School District Data Book. Working Paper Series.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 96
NOTE- 75p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Cartography; *Census Figures; Children; Comparative Analysis; Computer Software; *Databases; Elementary Secondary Education; Geographic Regions; *Maps; *School Districts

The School District Data Book (SDDB) is a database and information system housed on 51 CD-ROMs containing the most extensive set of data ever developed on children, their households, and the nation's school systems. The Data Book allows comparisons among school districts and permits the extraction of data about districts with particular characteristics. The database provides up to 200,000 data items for each school district or county, and a mapping feature enables users to view maps of all individual school districts in the nation for the first time. Approximately 15,000 school districts have been mapped. These are usually the same districts included in the Common Core of Data. This briefing document is organized into the following sections: (1) development of the SDDB; (2) features of operation and software; (3) database content and applications; (4) mapping features and applications; and (5) school districts and the mapping project. (SLD)

ED 418 151 TM 028 249

Jenkins, Cleo R.; Von Thurn, Dawn
Cognitive Research on the Teacher Listing Form for the Schools and Staffing Survey. Working Paper Series.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 96
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Census Figures; Cognitive Psychology; Decision Making; *Elementary Secondary Education; Identification; Interviews; National Surveys; *Principals; *Protocol Analysis; Questionnaires; Research Design; Research Methodology;

Prevention; *Dropouts; Financial Support; *High Risk Students; Privatization; *Program Effectiveness; Program Evaluation; Resource Allocation; School Districts; Secondary Education; State Aid; *State Programs; *Urban Schools
IDENTIFIERS- Milwaukee Public Schools WI; *Wisconsin

The Children At Risk program was created in Wisconsin in 1985 with the broad goal of reducing the number of students at risk of failing in or dropping out of school. The program requires all school districts to identify children at risk, including dropouts, truants, parents, or adjudicated delinquents, who are behind their age group in either basic skills or high school credits and to develop a plan to meet their needs. The program's purpose has not changed since its introduction, and funding has remained constant, but the structure did change significantly in 1993, when the state narrowed its definition of children at risk, and required that aid payments be based on the performance of individual students, rather than groups. An evaluation completed by the Wisconsin Legislative Audit Bureau indicates that the program as it exists today is not relevant to most districts. Of Wisconsin's 47 districts, only 16 have applied for and received funding since the changes went into effect, and only 2 districts, both urban, have been required to apply for aid in each year since the program was modified. Milwaukee has received two-thirds of the money distributed in the past 3 years, and it is clear that the program is no longer a state-wide program. It is difficult to determine whether the program has had any effect on student achievement. The average dropout rate declined in the 10 districts that received program funding for at least 3 years, but the dropout rate increased in Milwaukee. The amount allocated per student is very small, and the program has become little more than a way to pass general purpose revenues from the state to a limited number of districts. A discussion of contracting with private agencies for at-risk services, as is done in Milwaukee, is included. (Contains 12 tables.)

ED 418 169 UD 032 229

Syropoulos, Mike
Evaluation of the 1996-97 Ninth Grade Restructuring Program. Area D.
SPONS. AGENCY- Detroit Public Schools, MI. Office of Research, Evaluation, and Testing.
PUB DATE- 97
NOTE- 227p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Attitude Change; *Dropout Prevention; *Grade 9; *High School Students; High Schools; Principals; Program Evaluation; *School Restructuring; Teacher Attitudes; Teaching Methods; *Urban Schools; Urban Youth
IDENTIFIERS- *Detroit Public Schools MI

The Ninth Grade Restructuring Program of the Detroit (Michigan) public schools was designed to restructure the ninth grade in ways that improve academic performance, develop positive attitudes toward learning, improve the school environment, reduce the dropout rate, and increase the graduation rate of students. Features of the program were instructional and direct noninstructional services, such as social work services, counseling and psychological services, tutoring by student assistants with teacher supervision, and parent participation in instructional and noninstructional activities. This report presents findings from the second year evaluation in Area D of securing partnerships with business and community leaders and implementing staff development programs. Developing and implementing professional programs, designing and implementing higher performance standards, and designing and implementing higher content standards were the three most effective school reform strategies mentioned. The insights provided by this poll show that the categories of urban leaders sampled were fairly consistent in their responses, and that they are fairly optimistic about the prospects for urban education. (Contains seven figures, two tables, and two references.) (SLD)

ED 418 186 UD 032 246

Signs of Progress: Preliminary Evidence of Urban School Comeback.
PUB DATE- 98
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Achievement Tests; Attendance; *Dropout Rate; *Educational Improvement; *Educational Trends; Elementary Secondary Education; Graduation; School Districts; Test Results; Urban Problems; *Urban Schools
IDENTIFIERS- *Council of Great City Schools

This journal issue presents examples of progress in urban education. It shows preliminary data on system-wide improvement in student achievement, dropout and graduation rates, student attendance, and more. Progress in urban schools is the result of a growing national consensus on what needs to be done, and an increasing emphasis by urban educators on high expectations for students, teacher training and development, promoting accountability, finding social and economic resources, and other components of educational quality. The examples that are given, which do not include all the improvements occurring in all the members of the Council of the Great City Schools, show signs of substantive system-wide progress in: (1) achievement test results; (2) reduced dropout rates (many now in single digits); (3) narrower gaps between students of color and their white counterparts; (4) higher college entrance examination scores with more students taking them; and (5) better average daily attendance. Examples are given from 41 urban school systems. (SLD)

ED 418 187 UD 032 247

Bositis, David A.
National Opinion Poll--Politics, 1997.
PUB DATE- 97
NOTE- 61p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Adults; *Blacks; *Budgets; Educational Attainment; Elementary Secondary Education; *Hispanic Americans; *Politics; *Public Opinion; *Retrenchment; Surveys; Tables (Data); Welfare Services; Whites

The 1997 poll is a national survey of 1,702 adults, conducted between March 21 and April 20, 1997. The survey has 3 components: 850 adults from the national population, 850 African American adults, and 100 Hispanic Americans. The survey's questions cover a broad range of topics, including

The Academic Library: Its Context, Its Purpose, and Its Operation.
PUB DATE- 98
NOTE- 372p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Libraries; Higher Education; *Librarians; *Library Administration; Library Collection Development; Library Funding; *Library Role; *Library Services; Nonprint Media; Printed Materials; Scholarly Journals; Universities; Users (Information)
IDENTIFIERS- *Library History

Examining the academic library within a contextual framework (of colleges, universities, and U.S. society), this book provides an analysis of the institution's content and function. The work emphasizes the structure, organization, decision making, and operations of academic libraries. The history, organization, and cultures of the academic environment are surveyed, as well as the communities served by the academic library and the university. It reviews the role of the academic librarian, the governance, administration, and financial operations of the library, and the library collection. Special attention is given to processes of scholarly communication (print and electronic) and the library's effort to provide information to the academic community. The book concludes with a glimpse into the future possibilities and realities of distance education, copyright issues, academic library services, and other current trends. Throughout the text, each topic is considered in light of the dynamism and complexity of an environment that is shaped by the continuous entry and departure of students, faculty, and administrators and by institutional and administrative changes. Of necessity, the analysis includes political and social as well as intellectual forces that operate in higher education. (AEF)

ED 417 740 IR 056 967

Lance, Keith Curry; Hnath, Emily
Statistics & Input-Output Measures for School Library Media Centers in Colorado, 1997.
PUB DATE- 97
NOTE- 622p.
LANGUAGE- English
EDRS Price- MF03/PC25 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Elementary Secondary Education; Information Services; *Learning Resources Centers; Library Administration; Library Automation; Library Collections; Library Personnel; Library Services; *Library Statistics; *School Libraries; *Statistical Data
IDENTIFIERS- *Colorado

This document contains statistics and input-output measures for Colorado school libraries and media centers. High schools, middle/junior high schools, and elementary schools are each subdivided into sections by population. Each section includes the school identification (address, RLSS code), respondent identification, hours of the library media center, library media staff (typical week), paid staff activities, electronic access to information, services per typical week, library media collection, annual expenditures for the media center, and management. Totals for school library media centers are provided at the end of the report, as well as benchmarks. (AEF)

ED 417 741 IR 056 968

making the parent and student expectations of the Internet more realistic, as well as developing guidelines for information searching by both students and staff; the computer network at John Paul College (Queensland, Australia); practical, technical and social issues around the topic of access and equity of Internet access for rural schools; and the role of volunteers and donations in extending the Internet to the community. (AEF)

ED 417 762 IR 056 998

Evaluating Internet Information Services.
PUB DATE- 96
NOTE- 16p.; Topic I in: Proceedings of the ITEC Virtual Conference: A Meeting of the Minds (Australia, 1996); see IR 056 989.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; *Evaluation Criteria; *Evaluation Methods; Foreign Countries; Information Networks; *Information Services; *Internet; Library Role; Student Attitudes; User Satisfaction (Information)
IDENTIFIERS- Teacher Librarians

The following four papers focus on the topic of evaluating Internet information services: "Some Evaluation Criteria To Assess Internet Information Services" (Carmel Galvin); "The Teacher Librarian's Role as Evaluator of Internet Information Services" (Pru Mitchell); "How Students Evaluate Internet Information Services" (Ross Todd); and "Internet Resources which support the Alberta Social Studies and Science Curricula in Grades Four to Six" (Maureen Grant Pelensky). (AEF)

ED 417 763 IR 056 999

Access--Forget about Ownership.
PUB DATE- 96
NOTE- 22p.; Topic J in: Proceedings of the ITEC Virtual Conference: A Meeting of the Minds (Australia, 1996); see IR 056 989.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Information; *Change; Electronic Publishing; Elementary Secondary Education; Foreign Countries; Information Networks; Information Sources; *Internet; *Library Collection Development; Nonprint Media; Printed Materials
IDENTIFIERS- Teacher Librarians

Four papers addressing the future of information and changes brought on due to the Internet include: "Internet and the Future of Collection Development: A Teacher Librarian's Perspective" (Jill Johnson); "The Provision of Information Services in Networked Schools" (Eric Wainwright); "When the Book? When the Net?" (Jamieson McKenzie); and "Death of the Book?" (Lynn Linning) The first paper discusses changes in the collection and in collection development in school libraries brought on by the Internet, as well as the shifting role of the teacher librarian. The second paper provides an overview of the present state of information networking in Australian schools, future developments, and opportunities and issues for schools presented by access to information through global networks. In

Training; *Labor Force Development; Labor Needs; Lifelong Learning; *Needs Assessment; Organizational Objectives; Partnerships in Education; Performance Based Assessment; *School Business Relationship; Strategic Planning; Two Year Colleges

If community colleges are to expand their roles in delivering workforce training, they must develop long-term strategies that respond effectively to changes in society and workforce needs. In rendering these change strategies, colleges should define their internal and external environments, as well as their service areas. Internally, instructional methods should be investigated and "updated." Class information flow traditionally is controlled by the instructor, rather than by the timing needs of the individual student. This practice, bound by time and place, is less than effective in meeting workforce and educational needs and must be transformed into a more timely and cost-efficient method of delivery to capture the workforce training market. In the external environment, businesses face a growing need to keep their employees current with new technologies, and many are using outside providers for this training. Marketing limitations, delayed curricula development, and expensive classes prevent many community colleges from filling this educational niche in the business world. Traditional curriculum must be placed in the context of real-life situations, and the organizational structure and focus of community colleges must shift from teaching to learning in order for two-year colleges to respond effectively to the needs of their service communities. (EMH)

ED 417 782 JC 980 180

The Role of America's Community Colleges.
PUB DATE- 97
NOTE- 8p.; Report by the Commission on Workforce and Community Development, Work Group I.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Colleges; Education Work Relationship; Educational Legislation; Federal Aid; Federal Legislation; *Futures (of Society); *Institutional Role; Job Skills; *Job Training; *Labor Force Development; Partnerships in Education; Professional Development; *School Business Relationship; Two Year Colleges; Vocational Education; Workplace Literacy
IDENTIFIERS- American Association of Community Colleges

Business and industry are faced with enormous transition, and workforce development has become critical to competitiveness. Jobs requiring technical skills are expected to grow to 65 percent of the market, while unskilled, low-end wage jobs should shrink to just 15 percent. Estimates indicate that up to 75 percent of the existing workforce will require significant job retraining over the next five years. Community colleges are emerging as potential, major providers of this training, able to offer one-stop operations, targeted job training, on-the-job training, industry-specific customized training, services for special populations, historically collaborative ventures, integrated methodologies, articulated learning experiences, and accountability for results. Currently, there are approximately 1,300 community colleges located within 25 miles of major population bases and businesses that are the backbone of the U.S. economy. Many of these community colleges are involved in providing training to local industries. Businesses, in turn, contract with community colleges for training because of cost-welfare benefits. Analysis of uniform data on the state's 8,831 licensed preschools and 30,730 family child care homes reveals: (1) a family's opportunity to enroll a youngster in a preschool or child care program depends largely on the family's income and location--in some counties, most notably Los Angeles, affluent parents are twice as likely to find a preschool or child care slot in their community than those residing in poor areas; (2) counties vary enormously in their supply of early education and child care programs; (3) only San Francisco has been able to de-link family income from local availability of preschool and child care programs--other counties with high average supply, such as Santa Clara County, display unequal availability of supply between affluent and poor communities; (4) Latino children are hit hardest by this disparity in early education opportunities, even after taking into account indicators of need or demand--among the state's poorest communities, preschool supply in predominantly Latino areas is half the average supply observed in low-income black or Anglo communities. (Contains several tables and graphs and 35 references.) (Author/EV)

ED 417 800　　　PS 026 285

Schexnayder, Deanna; McCoy, Jody
The Impact of Child Care on Low-Income Texas Families: A Research Review Submitted to the Texas Work and Family Clearinghouse. Texas Workforce Commission.
SPONS. AGENCY- Texas Workforce Commission, Austin.
PUB DATE- 96
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Day Care; Early Childhood Education; *Family Needs; Family (Sociological Unit); Family Work Relationship; Literature Reviews; *Low Income Groups; Poverty; State Aid; State Federal Aid
IDENTIFIERS- Affordability; Availability (Programs and Services); Child Care Costs; Child Care Needs; *Texas; Welfare Reform

Child care provisions in the federal welfare bill allow state policymakers flexibility in child care fund allocation. This report, prepared for the 75th Texas Legislature, reviews research on the importance of child care programs to low-income families. The report notes that the child care needs of many low-income Texas families have not been met in the last few years. Most subsidies have been directed toward families leaving the welfare rolls, leaving little assistance for poor and near-poor working families. The continued increase in mothers' participation in the labor force and Hispanic population growth will generate increasing demands for child care services. Affordable, reliable, flexible, and safe child care is critical to parents' productive employment. Child care investments benefit children by helping them prepare for school, thereby reducing their chances of future welfare dependence. Low-income families are more likely than more affluent families to rely on relative care and less likely to rely on center-based arrangements, with affordability one of the most important factors influencing parents' choice of child care arrangements. Working poor families are the least likely of all income groups to receive child care financial assistance. The report also notes that low-income Texan families receive child care and educational services through three independently operating systems: child care programs administered by the Texas Child Care Management System, Head family trends. The book demonstrates why a historically informed perspective on changing family roles and arrangements can be helpful in sorting through many family dilemmas and the conflicting messages given by political debates. The chapters are: (1) "Getting Past the Sound Bites: How History and Sociology Can Help Today's Families"; (2) "What We Really Miss about the 1950s"; (3) "Why Working Mothers are Here To Stay"; (4) "The Future of Marriage"; (5) "Putting Divorce in Perspective"; (6) "How Holding on to Tradition Sets Families Back"; (7) "Looking for Someone To Blame: Families and Economic Change"; (8) "How Ignoring Historical and Societal Change Puts Kids at Risk"; and (9) "Working with What We've Got: The Strengths and Vulnerabilities of Today's Families." The book concludes by noting: that although we can draw some lessons from the past about how to strengthen families, there are certain realities we must accept; that every kind of family has strengths that can be fostered and vulnerabilities that can be avoided; and that no family can raise children successfully today without the expansion of economic, cultural, and social support systems that modern parents so desperately need. (HTH)

ED 417 819 PS 026 379

Buhrman, Audrey K.; Sell, Marie A.
Early Childhood Caregivers' Perceptions of Child Care Availability and Quality: The Influence of Education, Training, and Experience.
PUB DATE- 97
NOTE- 8p.; Paper presented at the Annual Fall Convention of the Tennessee Association of School Psychologists (Chattanooga, TN, October, 1997).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Caregivers; *Day Care; Early Childhood Education; *Family Day Care; Motivation; Predictor Variables; Professional Development
IDENTIFIERS- Availability (Programs and Services); *Caregiver Attitudes; Caregiver Qualifications; Caregiver Training; Day Care Quality; Tennessee

This study examined early childhood caregivers' perceptions of the availability and quality of child care and examined the extent to which caregiver knowledge, training, experience, and motivation predicted judgments of quality and availability. Surveys were mailed to 292 licensed and registered family day care providers in Shelby County, Tennessee (with a 10 percent return rate) and 290 caregivers at 19 licensed day care centers randomly selected from all centers in Shelby County (with a 19 percent return). Results indicated that caregivers with more experiences related to child care and more child care training rated the quality of child care higher than those with less experience. Caregivers with more training perceived child care to be more available. Knowledge and motivation variables did not predict perceptions of quality or availability. Knowledge was positively correlated with training. Caregivers in home care settings were less motivated than those in day care settings to read relevant materials on their own and were less interested in receiving continuing education. (KB)

ED 417 820 PS 026 380

Buhrman, Audrey K.; Sell, Marie A.; Smither, Dereece D.
Action-Based Categorization as a Function of Levels of Similarity

community. This monograph advocates such a holistic approach, discussing not only the value of informal learning for children, but also the role that school, home, institutions, and community groups may play in enhancing children's quality of life. The articles in the monograph are: (1) "Opportunities for Learning and Development in Multiple Settings" (Alice R. Galper); (2) "Toddler Story Hours, Poetry Concerts and Internet Access--Now Available at the Library" (Ann Carlson Weeks); (3) "The World at Their Fingertips: Children in Museums" (Mary K. Judd and James B. Kracht); (4) "Zoos Aren't What They Used To Be: They Are Better!" (Thomas N. Turner); (5) "Learning about Work: Extending Learning through an Ecological Approach" (Kevin J. Swick); (6) "Community Service Groups Enhance Learning" (Alicia I. Pagano); (7) "Oral History: Engaging Students in Community-based Learning" (Ceola Ross Baber and Mary W. Olson); (8) "Learning in Communities with Limited Resources" (Cynthia Szmanski Sunal, Lois M. Christensen and Dennis W. Sunal); (9) "Learning through Serving" (Joan Schine); (10) "Learning in Your Own Backyard" (Robert B. McDonald and R. Tim Nicosia); (11) "The Family as a Resource for Learning" (Carol Seefeldt and Kristin Denton); and (12) "Learning Options with Personal Computers: Now and in the Future" (Seven B. Silvern). (HTH)

ED 417 838 PS 026 402

Owens, Christine; Stoken, Amy; Fritts, Jonathan; Magar, Michele; Bellm, Dan; Shukla, Renu; Vardell, Rosemarie; Wayne, Claudia; Whitebook, Marcy
Rights in the Workplace: A Guide for Child Care Teachers.
PUB DATE- 97
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Child Care Occupations; *Child Caregivers; Early Childhood Education; Employer Employee Relationship; *Federal Regulation; Job Satisfaction
IDENTIFIERS- *Day Care Quality; *Employee Rights

Research on child care quality and experience in the field shows that the quality of working conditions are linked to a caregiver's ability to provide quality care. Noting that legal rights that generally apply to most child care teachers are not upheld in every workplace, this guide provides information on federal legal rights of child care teaching staff. Issues discussed in the guide's question-answer format include: overtime pay, training during non-work hours, interview questions, employment contracts, and union organizing. Four appendices include state Family and Medical Leave Act (FMLA) information, and a list of federal agencies that enforce the laws discussed in the guide. (HTH)

ED 417 839 PS 026 403

Creating Better Child Care Jobs: Model Work Standards for Teaching Staff in Center-Based Child Care.
SPONS. AGENCY- Ms. Foundation for Women.; Ms. Foundation for Women, Inc., New York, NY.; Mott (C.S.) Foundation, Flint, MI.
PUB DATE- 98
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

also suggests timetables for planning in three phases: (1) organizational tasks and planning processes; (2) introduction of new service models and staff training; and (3) process of systematizing services and ensuring their sustainability. The plan is organized in a tabular fashion according to major issue, and delineates the current situation, constraints and opportunities, goals/targets, strategies/actions, and the responsible agent for the following elements of the plan: (1) legislate for services to children from birth to school entry, within national legislation for child as legal entity; (2) entitle the child from birth to school entry living in poverty to targeted resources; (3) ground public and parenting education in local cultures; (4) educate for parenthood before adulthood; (5) support the parent and the child in the year after a child's birth; (6) develop the child within the family in the years before preschool; (7) promote the child's learning and development in community preschool settings; (8) implement integrated approaches for ECED for children from birth to school entry; (9) designate budget allocation for ECED services and plan investment; and (10) improve quality in monitoring, evaluation, and training support in ECED. (KB)

ED 417 857 PS 026 432

Williams, Sian
Defining High Quality ECED Provision. A Note and an Exercise.
PUB DATE- 97
NOTE- 5p.; Paper presented at the Caribbean Conference on Early Childhood Education (2nd, Bridgetown, Barbados, April 1-5, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Attitudes; Educational Philosophy; *Educational Quality; Foreign Countries; *Parent Attitudes; Parent School Relationship; *Preschool Education; Professional Development; *Self Evaluation (Groups); Teacher Attitudes
IDENTIFIERS- Day Care Quality; Quality Indicators

This paper examines quality in providing early childhood education and development (ECED) services and presents an exercise to guide critical reflection on quality in ECED provision. It maintains that there has been a shift away from the study of children as solitary learners to the study of children learning in a social context. This research evidence has strengthened the advocacy for ECED provision to be more child-centered and less teacher-directed, more concerned with the child's context and culture, and more sensitive of the child's need for continuity. Early childhood education has been influenced by these challenges to curriculum and instructional methods. Both the focus on the child-centered approach and the increasing demands for quality have encouraged critical reflection on the quality of ECED service provision. A 5-step exercise can assist in defining quality: (1) apply a "bottom up perspective on quality" by considering the child's experiences from a child's point of view to reveal a value and belief base emphasizing children's self-esteem and competence development and active learning; (2) examine one's own values and beliefs to identify the assumptions related to a definition of quality; (3) determine parents' perceptions of their relationship with concerned with group care. The guide addresses the basic issues of placement, supervision, and day-to-day management, and offers essential information and practical recommendations. Following an introduction noting that group homes have had to adopt distinctive approaches geared to their special circumstances, the chapters of the guide are: (1) "Group Homes and Their Residents," including who operates such homes and how youth are placed in such homes; (2) "Financing Group Homes," including start-up costs, and financing day-to-day operations; (3) "Appropriate Quarters for Group Homes," including choosing a location, and elements of the home's physical environment; (4) "Staffing Patterns for Group Homes," including the director, social worker, and support staff; (5) "Building and Retaining a Competent Staff," including qualifying education and experience, and reducing turnover; (6) "The Admissions Process," including the role of placement agency caseworkers, and the perspective of parents and youths; (7) "Everyday Life in a Group Home," including daily routines, free time inside and outside the home, and common issues such as smoking and pets; (8) "Therapeutic Human Relations in a Group Home," including encouraging supportive peer group relations; (9) "Modifying Negative Behavior," including nondirective steps for behavior management, and punishment; (10) "Structured Treatment Services," including individual and group therapy, and counseling parents; (11) "Education, Recreation, and Health Services," including summer activities and use of volunteers; and (12) "Termination of Placements," including positive and negative terminations, and transitional programs. Contains 90 references. (HTH)

ED 417 876 PS 026 499

Harms, Thelma, Ed.; Ray, Adele Richardson, Ed.; Rolandelli, Pam, Ed.
Preserving Childhood for Children in Shelters.
PUB DATE- 98
NOTE- 208p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adolescents; Battered Women; Child Caregivers; *Childhood Needs; *Children; Financial Support; *Health Needs; Homeless People; Play; Program Descriptions; *Psychological Needs; *Volunteers
IDENTIFIERS- Family Support; *Shelters; *Womens Shelters

This book provides useful "how-to" information to help shelters create a safe, healthful, and supportive environment for their youngest residents. The chapters of the book are: (1) "The Effects of Homelessness on Children and Families" (Janice Molnar); (2) "Children and Domestic Violence: Recognizing Effects and Building Programs" (Evelyn Williams, Marie Weil, and Robin Mauney); (3) "Creating Environments for Play" (Thelma Harms); (4) "Choosing and Supporting Shelter Caregivers" (Pam Rolandelli); (5) "Developing Activity Programs for Children in Shelters" (Adele Richardson Ray); (6) "Health Problems of Children in Shelters" (Sandra Botstein and Pam Rolandelli); (7) "Support and Education Programs for Parents" (Tovah Klein and Mary Foster); (8) "Volunteers in Programs for Homeless Children" (Pat Ward); and (9) "Funding" (Rachel Fesmire). Chapter 10 describes several programs for children in shelters:

development program may serve to increase the satisfaction, performance, and ultimately the retention of qualified staff members. Contains 16 references. (TD)

ED 417 892 RC 021 446

Renew, Frank C.
Educating Students with PDD/Autism: The Case for Rational Inclusion.
PUB DATE- 98
NOTE- 8p.; In: Coming Together: Preparing for Rural Special Education in the 21st Century. Conference Proceedings of the American Council on Rural Special Education (18th, Charleston, SC, March 25-28, 1998); see RC 021 434.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Autism; Developmental Disabilities; *Educational Principles; Elementary Secondary Education; *Inclusive Schools; *Individualized Education Programs; Mainstreaming; Parent School Relationship; *Special Education; *Special Needs Students; Student Needs; Student Placement; Theory Practice Relationship
IDENTIFIERS- *Pervasive Developmental Disorders

Case studies of two students with pervasive developmental delays illustrate the conflict between belief-based versus measurement-based approaches to planning educational services for students with diverse abilities. The doctrinaire view embraces inclusion as an end in itself. Placing students with diverse abilities, even severely handicapping conditions, in regular classrooms is itself the goal. Teacher preparation, social acceptance by peers, and classroom modifications are details to be worked out later. The rational inclusion view sees inclusion as an ongoing process. The preparation of the teacher, classmates, and other classroom variables are seen as necessary prerequisites to the eventual placement of the student in the regular classroom. Individual students with similar diagnoses may require different educational services, each of which may be consistent with inclusion for that student. These options should be evaluated on their merits. Team members preparing IEPs often choose a path on the basis of personal preference as if it were an immutable decision. When the discussion is couched in terms of "right or wrong" rather than in a problem-solving mode, it is difficult to formulate compromise options such as trial periods and measured progress. Teachers who are problem-solving oriented; team leaders who are independent and skilled; parents with access to training and information; and the use of more rational, versus doctrinaire, approaches will result in more successful school inclusion. (TD)

ED 417 893 RC 021 447

Nolan, Joe; Ellery, Peter; Maguire, Paul
Perspectives on Adapted Physical Education Services to Rural Populations.
PUB DATE- 98
NOTE- 9p.; In: Coming Together: Preparing for Rural Special Education in the 21st Century. Conference Proceedings of the American Council on Rural Special Education (18th, Charleston, SC, March 25-28, 1998); see RC 021 434.
LANGUAGE- English

Training Rural Teachers as Researchers: Guidelines for Conducting Field-Based Research in the Rural Classroom.
PUB DATE- 98
NOTE- 9p.; In: Coming Together: Preparing for Rural Special Education in the 21st Century. Conference Proceedings of the American Council on Rural Special Education (18th, Charleston, SC, March 25-28, 1998); see RC 021 434.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Research; *College School Cooperation; Graduate Study; Higher Education; *Masters Programs; Problem Solving; Professional Isolation; *Rural Education; Rural Schools; Special Education; *Special Education Teachers; Theory Practice Relationship
IDENTIFIERS- *Applied Behavior Analysis; *Teacher Reseachers; University of Kentucky

The ability to conduct field-based research is a particularly valuable tool for special education teachers working in isolated rural areas. To address this need, the University of Kentucky's Developmental and Behavioral Disorders Program focuses on preparing graduate-level special education personnel to work in diverse settings; provide consultation, inservice training, and information dissemination; and analyze and conduct applied research. In addition to this on-campus program, distance learning coursework is offered through the Training Rural Educators in Kentucky (TREK) projects. All students must complete three courses that teach research and related skills: an advanced course in applied behavioral analysis; a course focusing on instructional methodology; and a course in single-subject research design. Rural research is facilitated through a graduate course that focuses on instructional issues and methodologies: group instruction, instructive feedback, embedded skill instruction, and observational learning. These skills are utilized and implemented by students in their own classroom setting. The thesis requirement of a classroom research project trains rural educators who are geographically and professionally isolated to independently solve classroom problems. Teachers acquire the skills needed to objectively analyze the classroom environment and student behaviors, generate hypotheses, implement and modify behavioral and instructional programming, and use research results to defend or discard classroom practices. Two examples include a teacher research project and a collaborative study conducted by a program graduate and a faculty member. Practical applications and issues in rural research are summarized. (SAS)

ED 417 910 RC 021 464

Harrison, Suzanne; Gimbel, Julie Fisher
A Collaborative Computerized Language Training Project between Gonzaga University and St. Luke's Rehabilitation Institute.
PUB DATE- 98
NOTE- 9p.; In: Coming Together: Preparing for Rural Special Education in the 21st Century. Conference Proceedings of the American Council on Rural Special Education (18th, Charleston, SC, March 25-28, 1998); see RC 021 434.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..."

young people become wise stewards of the environment and who believe that education about energy is an opportunity to achieve that goal. This guide aims to help educators in the curriculum planning process. This guide furnishes a visual overview of resources in chart format. Resources are grouped into categories of published resources and resource organizations. Entries are described in detail in listings under these headings. The resources chart is followed by two sections to aid in program planning. The first of these sections, "Choosing Resources for Energy/Environmental Stewardship Education", describes four interdependent sets of questions used to review the resources included in this guide. These questions pertain to environmental stewardship, energy/environment topics, education strategies, and user-friendliness. The Section following entitled "Energizing Your Youth Program," addresses key questions and concerns including designs for developing stewardship skills, age-appropriateness of concepts and teaching strategies, energy education opportunities for the 1990s, and where to turn for resources. Next are sections on published resources (materials for teaching, learning, and program planning; bibliographies and online information sources) and resource organizations. Final section guides the reader in how to access the 4-H Energy Education Resources Database. (PVD)

ED 417 927 SE 060 359

Kroll, Mary; Thomas, Susan
Energizing Your Future with Energy, Economics and the Environment! Environmental Stewardship.
SPONS. AGENCY- Amoco Foundation, Inc., Chicago, IL.
PUB DATE- 97
NOTE- 116p.; For related document, see SE 060 357.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Basic Skills; Community Programs; *Curriculum Guides; *Economics Education; Elementary Secondary Education; *Energy Education; *Environmental Education; Futures (of Society); Learning Activities; Science Activities; Workshops; World Problems; *Youth Programs
IDENTIFIERS- Environmental Awareness; Stewardship

This curriculum guide is designed for educators who want to teach youths aged 5-18 about the interactions among energy, economics, and the environment. This guide contains five chapters of activities, each focusing on a different topic related to this interaction as well as several sections that guide session leaders in helping youth along the learning process. The guide begins with two sections: (1) "Developing Caring Kids," which describes the developmental characteristics of youth in terms of ecological stages; and (2) "Leading Your Best". An activity matrix provides information on leader requirements, goals, and age range for the various activities. Each chapter of activities begins with a background section that provides a basic understanding of the topic. Chapters include: 1) "Energy Basics"; 2) "Energy Sources"; 3) "Wild Energy"; 4) "Efficient Worlds"; and 5) "Global Issues, Future Trends". Another section offering leader strategies entitled "Energize Your 4-H Project Area!" provides specific ideas to share with youth to help them design science fair projects. A final section, "Train the Trainer", provides suggestions for laboratory report grades. The issue is resolved by the teacher's decision to conduct a science process lesson in which students re-interpret their laboratory findings and present their results before the entire class. (Author/DDR)

ED 417 948 SE 061 243

Tibbs, Peggy; Jordan, Susan; Sherrill, Donna
Having It Your Way: How To Use Statistics Creatively.
PUB DATE- 97
NOTE- 22p.; Paper presented at the Annual Meeting of the American Mathematical Association of Two-Year Colleges (Atlanta, GA, November 14, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Numerical/Quantitative Data (110),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Technology; Elementary Secondary Education; *Experiential Learning; Graphing Calculators; Learning Activities; Mathematics Instruction; *Statistics

This paper discusses different ways of using statistics more creatively. One method begins with two conflicting headlines from newspapers and analyzes them statistically by using a graphing calculator. Other activities using graphing calculators are also presented. (ASK)

ED 417 949 SE 061 246

Ideas That Work: Mathematics Professional Development.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 67p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Demonstration Programs; Educational Resources; Elementary Secondary Education; *Mathematics Education; *Preservice Teacher Education; *Professional Development; Teaching Methods

Professional development allows prospective teachers to develop their professional skills in order to help students achieve higher standards. The need for more challenging mathematics content for students means that teachers will also have to learn more challenging mathematics content and how to teach it. This document suggests new ways of designing and implementing effective professional development to reach these goals for those who have some responsibility for designing or conducting professional development programs or initiatives. This publication may also be of interest to teachers selecting their own learning opportunities, evaluators interested in what to look for in effective programs, and funding sources that appreciate guidance in the kinds of programs that have the greatest likelihood of success. This publication is designed for anyone interested in "breaking set" with traditional schemes for professional development and exploring new designs for learning. It can be used to identify what works in professional development. While the strategies contained in Section I will help designers of professional development

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Standards; Case Studies; Classroom Environment; *Educational Change; High Schools; Learning Strategies; *Qualitative Research; *Science Education; *Teacher Attitudes; Theory Practice Relationship

The purpose of this qualitative study is to examine to what extent high school teachers' purported beliefs in contemporary science education goals are embedded in routine classroom practice. The context of this study is a learning community-based high school that belongs to the Coalition of Essential Schools and is sensitive to reform issues. The goal of this study is to develop grounded research hypotheses and summative observations using an inductive case study approach. Data generation and taxonomic analysis is achieved through the use of video, observer field-notes, transcripts, semi-structured interviews, reflexive journals, and responses to a contemporary goals survey. Methodological issues of trustworthiness, credibility, transferability, dependability, and confirmability of data are addressed. Examples from transcripts of connections between teacher beliefs and classroom practices and implications for further research are included. Contains 35 references. (Author/DDR)

ED 417 971 SE 061 301

Freire, Ana Maria
Instructional Activities in Physics and Chemistry Classroom.
PUB DATE- 98
NOTE- 41p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (71st, San Diego, CA, April 19-22, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Chemistry; Classroom Environment; Educational Strategies; Foreign Countries; *Physics; *Preservice Teacher Education; *Science Activities; Science Curriculum; *Science Instruction; Science Teachers; Secondary Education; Teacher Attitudes; *Theory Practice Relationship
IDENTIFIERS- Portugal

The purpose of this study is to describe types and structural properties of instructional activities used by physics and chemistry preservice teachers (N=4) during their teaching of pupils 14 to 16 years old. The study involved the observation and tape recording of 64 classes with all tapes transcribed verbatim. Analysis involved the decomposition of the lesson into segments that have a natural unity of organized action with the objective of finding instructional activities and their structural properties. Activities are categorized by program of action, organizational properties, and structural properties. The dimension of these properties differentiates how the teachers orchestrated the curriculum. Content exposition, laboratory and technical tasks, and problem solving are the activities with the longest duration in these lessons with classroom management being the most frequent instructional activity. Contains 18 references. (Author/DDR)

ED 417 972 SE 061 303

Chinn, Pauline W. U.

PUB DATE- 96
NOTE- 177p.; Published by Praeger.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Citizenship Education; Codes of Ethics; Decision Making; *Discussion (Teaching Technique); *Ethical Instruction; *Ethics; *Group Discussion; Higher Education; Moral Development; Moral Values; Problem Solving; United States History; Values Education

This book offers philosophical and pedagogical background to help faculty and academic administrators integrate ethics into curricula. The volume suggests the most appropriate way is through instructor-guided discussion of ethical issues relevant to course objectives. The book demonstrates how providing ethical discussions of relevant ethical issues is an integral part of teaching courses in ways that help students increase their critical ability to understand and apply course concepts to life. Many examples of ethics cases are provided. The book contains 13 chapters divided into three parts. Chapters include: (1) "Introducing Ethics into the Curriculum"; (2) "The Elements of Ethics"; (3) "The Role of Moral Theory in Ethical Decision Making"; (4) "Deontological and Virtue Theory"; (5) "Counter-Ethical Theories"; (6) "Feminist Ethics of Caring"; (7) "The Ethics of Teaching"; (8) "The Case Study Approach and Conducting Ethics Discussions"; (9) "Ethics in the Social Science Curriculum"; (10) "Research Ethics"; (11) "Ethics in the Science Curriculum"; (12) "Ethics in the Humanities Curriculum"; and (13) "Business and Professional Ethics." Contains references and an index. (EH)

ED 417 994 SO 027 677

National Service Resource Guide: Strategies for Building a Diversified Funding Base.
PUB DATE- 94
NOTE- 32p.; Produced in partnership with Mellon Bank.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Citizen Participation; Citizenship; Community Services; *Donors; Educational Finance; Elementary Secondary Education; *Financial Support; *Fund Raising; Private Financial Support; *School Community Relationship; Service Learning
IDENTIFIERS- *Community Service; *National Service

This booklet was designed to help service organizations think on a strategic level about forming innovative partnerships and soliciting community resources. Four essential steps are offered to accomplish this goal: design a comprehensive fundraising plan; develop convincing evidence of effectiveness; actively engage potential supporters; and foster community relationships. The booklet is divided into the following sections: (1) "Governmental Grants"; (2) "Corporate Partnerships"; (3) "Foundation Support"; (4) "Individual Donors"; and (5) "Checklist for Success." Each section highlights potential sources of support for community service programs and offers some fund raising strategies. "In-kind" contributions are discussed with suggestions for extending the use of such donations to further the outreach of all involved. (EH)

ED 417 995 SO 027 680

PUB DATE- 97
NOTE- 139p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Capitalism; Conservation (Environment); Crowding; Ecology; *Economic Change; *Economic Climate; *Economics; Economics Education; *Environmental Education; Free Enterprise System; *Global Education; Intermediate Grades; Middle Schools; Natural Resources; Population Education; Science And Society; Secondary Education; Social Studies; Sustainable Development

This book helps middle school and high school students address environmental issues in an intelligent and productive manner. The lessons introduce economic reasoning and show students how to apply it to environmental problems. The 18 lessons are divided into four units addressing: the environment and the economy; incentives; use of market forces to improve the environment; and public choice theory and the environmental movement. Lesson titles include: (1) "The Problem of the Homeless Salmon"; (2) "Romancing the Past"; (3) "Own It or Lose It"; (4) "The Environment: Who Loves Ya, Baby?"; (5) "How Clean Is Clean Enough?"; (6) "How Can We Help the Endangered Species?"; (7) "Using Rewards to Protect Endangered Species"; (8) "The Costs and Benefits of Having Children"; (9) "Why Are There So Few Whales and So Many Chickens?"; (10) "Why Do Nonrenewable Resources Keep Increasing?"; (11) "Can Insecticides Help Us Fight Cancer?"; (12) "Why Drive When You Can Ride?"; (13) "Will There Be Enough Food For You?"; (14) "Do We Make Too Much Stuff?"; (15) "Save the Babies"; (16) "Why Would People Cut Down Trees in a Public Park?"; (17) "The Mystery of the Disappearing Christmas Trees"; and (18) "What is Worth Recycling?" (EH)

ED 418 016 SO 028 427

Learning from the Market: Integrating "The Stock Market Game" (tm) across the Curriculum. EconomicsAmerica.
SPONS. AGENCY- Securities Industry Foundation for Economic Education, Washington, DC.
PUB DATE- 97
NOTE- 298p.; "The Stock Market Game" is a trademark of a national program for young people to study securities markets. Major funding provided by Securities Industry Foundation for Economic Education. Also supported by the Calvin K. Kazanjian Economics Foundation, the Plan for Social Excellence, Inc., and the Traveler's Foundation.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Capitalism; Economic Change; *Economic Climate; *Economics; Economics Education; *Free Enterprise System; *Investment; Secondary Education; Social Studies
IDENTIFIERS- *Stock Market

This book is designed to help teachers connect "The Stock Market Game" (tm) and the school curriculum. Three key economic themes developed in the lessons include: (1) stock buyers engage in economizing behavior; (2) market economies encourage the production of wealth; and (3) market activity takes place in in which they act as advocates for any of four options for U.S. foreign policy for the Middle East. In the final day's lesson, students are asked to apply their own recommendations for U.S. policy to three hypothetical regional crises. Readings and study guides are included in this 5-day unit. (EH)

ED 418 037 SO 028 720

Prasad, Surya Nath
Education for Tolerance and Peace. Peace Education Miniprints No. 83.
PUB DATE- 96
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Conflict Resolution; Cultural Differences; Cultural Interrelationships; *Cultural Pluralism; Ethnic Relations; Foreign Countries; *Global Education; Higher Education; International Relations; *Multicultural Education; *Peace; Prosocial Behavior; Racial Relations
IDENTIFIERS- *Peace Education; *Tolerance; UNESCO

This essay discusses the concept of tolerance and the role of tolerance in education. Glimpses from the history of intolerance and tolerance are presented and various theories of tolerance dealt with. Tolerance is defined here as the ability for people to live in peace and harmony with those who differ from them in language, religion, race and/or custom and to appreciate those differences. Education for tolerance is seen as essential for the peace and survival of mankind. The work of UNESCO in the area of education for tolerance and peace is also discussed. (EH)

ED 418 038 SO 028 722

Collins, Katie; Draze, Dianne, Ed.; Conroy, Sonsie, Ed.
Confronting History: Simulations of Historical Conflicts. Grades 5-8.
PUB DATE- 96
NOTE- 83p.; Illustrations by Mary Lou Johnson.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- American Indian History; *Civil War (United States); *Colonial History (United States); *Conflict Resolution; Critical Thinking; Intermediate Grades; Junior High Schools; Middle Schools; Problem Solving; Simulation; Slavery; Social Studies; United States History
IDENTIFIERS- Alamo; Boston Tea Party; Fugitive Slave Act 1850; Pequot War

This booklet presents four different scenarios of conflict from United States history. Students take on the roles of some of the characters in the conflicts to learn the differing viewpoints of the situations. Each simulation presents five sections: "background information"; "meet the people"; "investigator questions"; "diary entries"; and "what really happened," which help set up the situation so students can discuss the dilemmas presented in these conflicts. The four simulations include: (1) "The Pequot War" (1600-1671); (2) "The Boston Tea Party" (1763-1776); (3) "The Alamo" (1821-1836); and (4) "The Fugitive Slave Law" (1750-1850). Suggestions are included for extension and enrichment activities. (EH)

ED 418 058   SP 037 847

Hasseler, Susan S.
Multicultural Teacher Education: Problems and Possibilities in Small College Settings.
PUB DATE- 98
NOTE- 25p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (New Orleans, LA, February 25-28, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cultural Awareness; Cultural Differences; Cultural Pluralism; *Diversity (Student); Elementary Secondary Education; Higher Education; *Multicultural Education; Preservice Teacher Education; Private Colleges; *Small Colleges; Tables (Data); Teacher Attitudes; Teacher Educators

This study examined how small private colleges addressed multicultural issues within teacher education. Data came from colleges and universities belonging to the Coalition for Christian Colleges and Universities. A survey of all 90 Coalition education department chairpersons examined: (1) structure and content of courses and field experiences relating to multicultural education; (2) ways that faculty had been supported in developing greater understanding of multicultural education and in developing effective multicultural teacher education programs; (3) factors inhibiting the development; and (4) future goals. The surveys also collected data on college and department size, location, and student body composition. A survey of 235 faculty members had similar questions relating to supports, inhibitors, and multicultural education goals. It included items regarding beliefs about multicultural teacher education, actual course content, and teaching practices. Data analysis indicated that there was great variety in how multiculturalism was addressed. Less than half the departments required courses in multicultural education, though nearly three-quarters integrated it into other subjects. Nearly three-quarters of participating departments addressed multiculturalism in their philosophy statements. Most respondents relied on professional development to learn about multiculturalism. Deterrents to effective multicultural education included lack of minority faculty, lack of time for gaining expertise, lack of funding, and lack of minority students. (Contains 19 tables and 11 references.) (SM)

ED 418 059   SP 037 848

Vare, Jonatha W.
Research as Relationship: Ethics and School-University Collaboration.
PUB DATE- 97
NOTE- 26p.; Paper presented at the Annual International Conference on Qualitative Research in Education (10th, Athens, GA, January 9-11, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Faculty; *College School Cooperation; Elementary Secondary Education; *Ethics; Feminism; Higher Education; *Partnerships in Education; Preservice Teacher Education; *Teacher Collaboration; Teacher Educators; Teacher

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Computer Literacy; *Computer Uses in Education; *Educational Technology; Elementary Secondary Education; *Faculty Development; Higher Education; Inservice Teacher Education; Preservice Teacher Education; Teacher Educators; Teacher Improvement; Teacher Participation; Teachers

This paper suggests implementation of a technology-teacher training model as part of existing higher education teacher-education and institutional faculty development programs. Human resources and individual colleges/departments can use this approach to enhance teaching and learning. The underlying problem it addresses is the curriculum technology gap between advanced teaching delivery systems and preparation of faculty to use them for maximizing student teacher learning. This technology training framework is applicable to both public schools and higher education. It involves creating a triage method for easily determining learner technology experience, and it views the learning process as a continuum. It also involves creating three training levels: 1) the technology assistant level that teaches educators the skills for basic computer and telecommunications operation; 2) the technology teacher level that empowers teachers with skills and knowledge so they can evaluate software and some multi-media hardware for appropriateness to the school curriculum (this level teaches skills to create state-of-the-art lesson plans and presentations); and 3) the technology leader level that has individuals experience various training activities and become confident in using technology. The leaders provide local expertise and guidance to schools. The three training steps build upon one another, with the teacher becoming more proficient at each level. The model has equal applicability in the public schools. (SM)

ED 418 076 SP 037 867

Spinelli, Cathleen G.
Teacher Education Reform: Promoting Interactive Teaching Strategies and Authentic Assessment for Instructing an Increasing Diverse Population of Students.
PUB DATE- 98
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Curriculum Development; *Diversity (Student); *Educational Change; Elementary Secondary Education; Evaluation Methods; Higher Education; Inclusive Schools; *Mainstreaming; *Preservice Teacher Education; Regular and Special Education Relationship; *Student Evaluation; Teacher Educators; Teacher Responsibility; Teachers; Teaching Methods
IDENTIFIERS- *Authentic Assessment; *Interactive Teaching

As increasing numbers of students with diverse needs are included in general education, the preparation of preservice teachers needs to be reformed. Traditional curriculum, methods, and management courses need revision as the population in general education classes changes. With the trend toward full inclusion, the typical school classroom includes students who have learning disabilities, physical impairments, medical needs, visual/auditory acuity disorders, and/or attention deficits. Skill levels range from gifted/talented to resources. Other brief reports document progress made in implementing SPEEDE/ExPRESS in Ontario (Canada) and various states, including Iowa, Nevada, Alaska, Texas, California, and Illinois. The development of new guidelines for protecting the privacy of student records is also noted. (SLD)

ED 418 094 TM 028 089

Obringer, S. John
A Survey of Perceptions by School Psychologists of the Stanford-Binet IV.
PUB DATE- 88
NOTE- 10p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Louisville, KY, November 1988).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attitudes; Elementary Secondary Education; *Intelligence Tests; *School Psychologists; Scoring; Surveys; Test Interpretation; *Test Use; *Training
IDENTIFIERS- *Stanford Binet Intelligence Scale

School psychologists were surveyed as to their perceptions and opinions of the fourth edition of the Stanford-Binet Intelligence Scale. Responses were received from 97 of the 200 psychologists surveyed, for a response rate of 48.5%. The survey indicated that the majority of school psychologists need additional training in administering, scoring, and interpreting the test; however, few have received such training. A small number of practicing school psychologists have adopted the revised instrument in their practice or sponsoring agency. When psychologists were asked to rank, in order, instruments of choice, the Wechsler Intelligence Scale for Children was followed by the Kaufman scale. (Contains three tables and four references.) (SLD)

ED 418 095 TM 028 189

Ashcraft, Alyce S.
Ways To Evaluate the Assumption of Multivariate Normality.
PUB DATE- 98
NOTE- 67p.; Paper presented at the Annual Meeting of the Southwestern Psychological Association (New Orleans, LA, April 11, 1998).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Chi Square; *Evaluation Methods; *Multivariate Analysis
IDENTIFIERS- Graphic Representation; *Normality Tests; *Scattergrams

This paper reviews graphical and nongraphical methods for estimating multivariate normality. Prior to exploring this methodology, a foundation is established by presenting ways to assess univariate and bivariate normality. A data set of three variables used by J. Stevens (1986) is analyzed using Q-Q plots, stem and leaf plots, histograms, skewness, and kurtosis coefficients, the Shapiro-Wilk statistic, and bivariate and multivariate scatterplots. Multivariate normality is explored in terms of calculating Mahalanobis distances and plotting them on a scattergram against derived chi-square values using Fortran and Statistical Package for the Social Sciences (SPSS)

NELS:88 began with an eighth grade cohort. Implications of this design difference are discussed. Issues of the comparability of tenth grade samples and differences in defining dropouts in the two samples are reviewed. Three appendixes (which comprises three-fourths of the document) discuss the second followup dropout questionnaire item overlap and present the 1982 HS&B and 1992 NELS:88 dropout questionnaires. (Contains 23 references.) (SLD)

ED 418 112 TM 028 206

Zhang, Fan; Saba, Mehrdad; Scanlon, Brian R.
CCD Adjustment to the 1990-91 SASS: A Comparison of Estimates. Working Paper Series.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 95
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Comparative Analysis; *Databases; Elementary Secondary Education; *Estimation (Mathematics); Longitudinal Studies; National Surveys; Public Schools; *Research Reports; State Programs; *Teachers
IDENTIFIERS- *Common Core of Data Program; *Schools and Staffing Survey (NCES)

Several technical issues related to the Schools and Staffing Survey (SASS) were studied. The 1990-91 SASS is a set of four inter-related surveys of public and private elementary and secondary schools, districts, teachers, and administrators conducted by the National Center for Education Statistics (NCES). Preliminary analysis of the 1990-91 SASS showed estimates for the total number of public school teachers in 10 states that were at least 15% higher than estimates from the Common Core of Data for each state. One reason for this discrepancy was that school administrators did not report information in the same way in both surveys. The Special Surveys and Analysis Branch of the NCES established a procedure to bring SASS estimates into line with CCD estimates for the 10 states studied. This paper describes the adjustment process for the remaining 40 states and the District of Columbia and evaluates the prevalence and seriousness of the over-reporting and the impact of the adjustment on other national and state SASS estimates. Report sections are: (1) "Background and Purpose"; (2) "Definition of the Two Databases"; (3) "Datasets and Variables"; (4) "Technical Approach"; and (5) "Results and Conclusions." (Contains eight tables and two figures.) (SLD)

ED 418 113 TM 028 207

Royce, Daniel
The Results of the 1993 Teacher List Validation Study (TLVS). Working Paper Series.
PUB DATE- 95
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Elementary Secondary Education; *Interviews; Longitudinal Studies; National Surveys; Private Schools; Public Schools; *Questionnaires; *Responses; School Personnel; Tables (Data); Teacher Supply and Demand; *Teachers; *Validity

NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Chi Square; *Comparative Analysis; *Item Response Theory; Mathematical Models; Tables (Data)
IDENTIFIERS- Difference (Concept); *Likelihood Ratio Tests; Nested Data

The main purposes of this study were to investigate, by means of simulation: (1) whether the difference likelihood ratio chi-square statistic (G2-dif) for comparing item response theory (IRT) models is asymptotically distributed as a chi-square distribution; and (2) the accuracy rate of applying G2-dif in selection of nested IRT models. Two hundred replications of simulated test data for 2 test lengths and 2 sample sizes were generated. The results of this study demonstrate that the usual practice of treating the G2-dif as distributed as a central chi-square distribution is not sound. For short test length, the proportion of times the correct model is being selected can be very low. It appears that the G2-dif is more likely to be distributed as a noncentral chi-square distribution. Discussion concerning the proportion of the right model is being selected by the difference statistic as well as its relative merits in comparison to the Akaike Information Criteria (AIC) and the m(k) indices is also included in this study. (Contains 12 tables and 26 references.) (Author/SLD)

ED 418 132 TM 028 226

Laasonen, Raimo J.
An Education Scientific Approach to Origin of Complex and Creative Mindies through Former Experience, Ambiguous Information, Croupier Process, Contour Formation, and Filling-in in 13-16 Years of Age.
PUB DATE- 97
NOTE- 37p.; For related documents, see TM 028 226-231.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; *Age Differences; *Cognitive Processes; *Creativity; Educational Theories; Experience; Foreign Countries; Secondary Education; *Secondary School Students; Teaching Methods; Test Construction; Test Reliability; Test Validity
IDENTIFIERS- Croupier Process; Finland; *Mental Representation; *Mindies

The objective of this study was to investigate the emergence of a "mindy" (a unit of mind). The mindy is characterized as an open, organized, discrete, and kinematic mental shape. The study was the sequel to research on the emergence of mental shape (R. Laassonen, 1993). The subjects were 84 students, aged 13 to 16 years and differentiated into age groups, from a comprehensive secondary school. A test battery that involved filling in deleted parts of figures was constructed for variables of former experience, ambiguous information, the croupier process, contour formation, and filling-in. The croupier process is one that separates, sorts, and collects information. The reliability and validity were evaluated, and proved to be reasonable. The velocities of the variables were calculated and the relationships of the variables (cosines) were elaborated with partial correlation coefficients. The

*Research Problems; *Teachers
IDENTIFIERS- *Schools and Staffing Survey (NCES)

The U.S. Census Bureau conducts the Schools and Staffing Survey (SASS) for the National Center for Education Statistics (NCES). The SASS is a set of integrated self-administered surveys designed to obtain national information on all aspects of the school system. The Teacher Listing Form (TLF) is the first in the SASS series. It is sent to the principal early in the school year to list all teachers at the school. These results are used to select teachers from the school to participate in the SASS. In 1994, the Teacher List Validity Study uncovered some problems with the TLF. This document reports on cognitive research conducted to find out why respondents made the mistakes they did so that the TLF could be improved. A cognitive interview was held with one person from each of 19 sampled schools in Pennsylvania, Maryland, and Virginia (usually the principal). A combination of cognitive techniques, including think-aloud protocols, provided data. The interviews revealed that the TLF needed to be reorganized so that important conceptual information was not interrupted by unrelated information. Some instructions needed to be rearranged for clarity. Better definitions of what to include or exclude were required. Respondents had difficulty in reporting the subjects teachers were qualified to teach, so a decision rule was designed to help them choose a subject. Breaking the data into sections that correspond more closely to the real-world organization of schools is also recommended. An appendix contains the TLF. (Contains two tables.) (SLD)

ED 418 152   TM 028 250

Boe, Erling E.
The Schools and Staffing Survey (SASS) for 1998-99: Design Recommendations To Inform Broad Education Policy. Working Paper Series.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 96
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Data Collection; *Educational Policy; Elementary Secondary Education; Evaluation Utilization; National Surveys; *Policy Formation; Questionnaires; *Research Design; Research Methodology
IDENTIFIERS- *Schools and Staffing Survey (NCES); Teacher Followup Survey (NCES)

The Schools and Staffing Survey (SASS) and the Teacher Followup Survey (TFS) have been administered by the National Center for Education Statistics (NCES) in 1987-88, 1990-92, and 1993-95. The SASS is a large-scale survey of educational institutions in the United States. The TFS is conducted the year following the SASS to obtain more information about teachers at the sampled schools. In preparation for the next round of the SASS, the NCES decided to reassess the design of the NCES. This paper reconsiders the goals, foci, and strategies of SASS and continuing and new questionnaire content. A particular concern is the data NCES should collect to inform the educational issues most likely to be of concern in the next 10 to 20 years. The brief answer is that the NCES should continue to collect the data relevant to the fundamental dimensions of public schooling and the dimensions of the teaching force that have been considered in the past. To be prepared for the next the Detroit schools. Two principals completed a survey, and indicated the clear belief that the program boosted student achievement. Students who completed questionnaires (n=174) were highly satisfied with the program and thought it helped them academically and socially. Teachers (n=35) generally thought (88 to 100%) that the program raised student achievement. Three ninth grade administrators who responded also generally thought that the program raised achievement. Teachers and both groups of administrators identified areas that could be improved and made recommendations for the program's continuation. These included the fostering of a school-within-a-school environment, continuing block scheduling, continuing to create clusters of students, and continuing to sensitize teachers to the special needs of ninth graders. One of the chief findings is that the rate at which students discontinued their educations declined in 1996-97 as it had in 1995-96. In Grade 10, however, the discontinuation rate increased, suggesting that the program should be extended to grade 10. Twelve appendixes provide information about students affected by the program, including information on dropouts and transfers. (Contains 60 tables and 56 references.) (SLD)

ED 418 170 UD 032 230

Sanders, Jo; Koch, Janice; Urso, Josephine
Gender Equity Right from the Start. Instructional Activities for Teacher Educators in Mathematics, Science, and Technology.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 97
NOTE- 135p.; For volume 2, "Gender Equity Sources and Resources for Education Students," see UD 032 231.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Educational Assessment; Females; Higher Education; *Learning Activities; *Mathematics Education; *Science Education; Secondary Education; Sex Discrimination; *Sex Fairness; Sex Role; *Teacher Education; Teacher Educators; *Technical Education

This volume for instructors contains general information about gender equity in mathematics, science, and technology (MST) education, teaching activities, learning assessment materials, and suggestions for action research projects to be carried out for students. The second volume for students contains source materials for use with various activities, as well as bibliographic and other resource listings. Part 1 gives an overview of the issues and statistics on girls and women in MST education and employment. Part 2, "Teaching Activities," contains nearly 200 activities to prepare students to teach MST equitably to girls and boys. These were tested, and in some cases, originated, by participants in the Teacher Education Equity Project, which worked with 61 teacher educators over 3 years. The activities are arranged according to six equity themes: (1) MST as male domains; (2) cultural expectations of peers, teachers, parents, and society; (3) biased and inappropriate curriculum materials; (4) classroom interaction and atmosphere; (5) anti-intellectualism and attributional style; and (6) testing and assessment. Under each equity theme, the details of how it is played out in the classroom and specified and explained in single-line boxes for subsidiary themes. A number of activities are presented for each subsidiary theme. Part 3, "Assessing Your Students' Gender race relations, politics, devolution, social policy, and children. This release covers findings about politics. On a variety of issues of public policy, there is a remarkable similarity between the views of blacks and whites, and there is a national consensus on balancing the budget. Overall, blacks continue to regard themselves as Democrats, but they continue to be evenly divided among the categories of liberal, moderate, and conservative. People of all three categories regarded the performance of President Clinton as superior to that of Congress. Blacks and the general population agree on most actions to balance the budget, and neither group supports cuts in education, with only 3.7% of blacks surveyed and 8.2% of the general population in favor of education cuts. A somewhat higher proportion of the general population than blacks supports cuts to welfare spending. Both blacks and the general population view crime as the greatest problem facing the nation. Respondents were asked to rate their feelings toward eight prominent public figures. Some differences in respondent educational level to these public figures are noted. Information about respondents' views on children and race relations are found in earlier releases. An appendix discusses survey methodology. (Contains 14 tables and 4 figures, which comprise over half the document.) (SLD)

ED 418 188 UD 032 248

Syropoulos, Mike
Evaluation of the 1996-97 Ninth Grade Restructuring Program. Area E.
SPONS. AGENCY- Detroit Public Schools, MI. Office of Research, Evaluation, and Testing.
PUB DATE- 97
NOTE- 207p.; Some pages printed on colored paper.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Attitude Change; *Dropout Prevention; *Grade 9; High School Students; High Schools; Principals; Program Evaluation; *School Restructuring; Teacher Attitudes; Teaching Methods; *Urban Schools; Urban Youth
IDENTIFIERS- *Detroit Public Schools MI

The Ninth Grade Restructuring Program of the Detroit (Michigan) public schools was designed to restructure the ninth grade in ways that improve academic performance, develop positive attitudes toward learning, improve the school environment, reduce the dropout rate, and increase the graduation rate of students. Features of the program were instructional and direct noninstructional services, such as social work services, counseling and psychological services; tutoring by student assistants with teacher supervision; and parent participation in instructional and noninstructional activities. This report presents findings from the second year evaluation in Area E of the Detroit schools. Three principals completed a survey and indicated the clear belief that the program boosted student achievement. Students who completed questionnaires (n=125) were highly satisfied with the program and thought it helped them academically and socially. Teachers (n=27) generally thought (81 to 100%) that the program raised student achievement. Three ninth grade administrators who responded also generally thought that the program raised achievement. Teachers and both groups of administrators identified areas in which improvements could be made and made recommendations for its continuation. These included the fostering of a school-within-a-school environment,

Nordbye, Jody Ohmert, Ed.
Colorado Education & Library Directory, 1997-1998.
PUB DATE- 97
NOTE- 491p.
LANGUAGE- English
EDRS Price- MF02/PC20 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Academic Libraries; *Elementary Secondary Education; *Higher Education; Public Libraries; *Public Sector; School Districts; School Libraries; Special Libraries
IDENTIFIERS- *Colorado; *Colorado State Department of Education

The "Colorado Education & Library Directory" is published annually as a service to schools, libraries, and other members of the educational community. All information in this 1997-1998 edition is arranged alphabetically. Thirteen sections include: Colorado Department of Education (CDE) staff and telephone numbers; State Advisory Committees (that advise CDE activities); school districts/buildings and personnel; charter schools; district calendars (lists school opening and closing dates); Boards of Cooperative (Educational) Services (BOCES) and member districts; regional library service system offices; academic libraries; institutional libraries; public libraries; special libraries; institutions of higher education and independent legislated vocational schools; and educational groups and professional organizations. Maps of the Colorado Congressional District and area codes and Colorado public education facts are also included. Several indexes are provided. (AEF)

ED 417 742   IR 056 969

Five Year Plan for Improving Louisiana Library Services, 1998-2002.
PUB DATE- 97
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Information; Improvement; Information Technology; Library Automation; *Library Collection Development; Library Networks; *Library Planning; *Library Services; Program Development; *Public Libraries; Shared Resources and Services; Strategic Planning
IDENTIFIERS- *Louisiana

This publication establishes goals and specifies priorities for the State of Louisiana consistent with the purposes of the Library Services and Technology Act (LSTA). Four goals are listed, with accompanying activities, procedures, and evaluation for their implementation; the fourth goal specifies four priorities. The goals are: (1) To administer the Library Services and Technology Act; (2) To establish or enhance electronic linkages among or between libraries; linking libraries electronically with educational, social or information services; assisting libraries in accessing information through electronic networks; (3) To encourage libraries in different areas, and of various types to share resources subject to title request such that turnaround time is 72 hours or less; and (4) To extend and enhance library and information services to those people in Louisiana with special needs. Also included are a timeline for 1998-2002, a ranking by public library directors of the importance of specific activities in their library program, a chart depicting LSTA the third paper, weaknesses of conducting research on the Internet are pointed out and benefits of printed books, electronic books, and CD-ROMs are described. The fourth paper examines the future state of the printed book. (AEF)

ED 417 764 IR 057 000

Cooperative Planning & Teaching: A Collaborative Teaching Model for the 21st Century?
PUB DATE- 96
NOTE- 20p.; Topic K in: Proceedings of the ITEC Virtual Conference: A Meeting of the Minds (Australia, 1996); see IR 056 989.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cooperative Planning; *Cooperative Programs; Course Integrated Library Instruction; *Educational Change; Educational Development; Elementary Secondary Education; Foreign Countries; Futures (of Society); *Information Services; *Librarian Teacher Cooperation; Library Role; Teaching Methods
IDENTIFIERS- Teacher Librarians

The topic of cooperative planning and teaching addressed in five papers include: "Cooperative Planning and Teaching: A Collaborative Teaching Model for the 21st Century?--A Point of View" (Karen Bonanno); "Cooperative Planning and Teaching: A Collaborative Model for the 21st Century?--A Point of View" (Maureen Nimon); "CPT: Drawing a Conceptual Line in the Sand" (James Henri); "The Six Habits of Highly Successful Collaborative Teacher Librarians: A New Attitude To Accomplish CPPT (Cooperative Program Planning and Teaching) in the 21st Century" (Reesa Cohen); and "High Stakes: Technology and Collaborative Teaching" (Dianne Oberg). In the first paper, the need for a strong working relationship between teachers and teacher librarians is emphasized; ingredients that belong in cooperative planning models are described. The second paper takes the position that it is the professional role of the teacher librarian to determine how the school's information services can best contribute to the educational goals of the school, and that the challenge is to bridge the organizational and conceptual gaps between classroom and resource center. The third paper argues that collaborative planning and teaching distinguishes the teacher librarian from the teacher and librarian, and that it is the means by which teacher librarians are able to play an effective part in the teaching and learning program with respect to both students and teachers. The fourth paper offers six practices as keys to achieving greater success with Cooperative Program Planning and Teaching. The final paper discusses inherent risks and increased pressures for teachers and teacher librarians of collaborative work involving technology. (AEF)

ED 417 765 IR 057 001

MOOving around the Net: The Educational Potential of MOOs.
PUB DATE- 96
NOTE- 22p.; Topic L in: Proceedings of the ITEC Virtual Conference: A Meeting of the Minds (Australia, 1996); see IR 056 989.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

effectiveness, quality of instruction, the ability to customize training design, and location of classes. To remain viable and grow, community colleges must continue to join with regional businesses to strengthen economic competitiveness and provide the critical link between training services and jobs. (EMH)

ED 417 783 JC 980 181

Rifkin, Tronie
Differences between the Professional Attitudes of Full- and Part-Time Faculty.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 25p.; Paper presented at the American Association of Community Colleges Convention (Miami, FL, April 27, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adjunct Faculty; Attitude Measures; Community Colleges; *Comparative Analysis; Educational Attitudes; *Faculty College Relationship; *Full Time Faculty; Integrity; Knowledge Base for Teaching; *Part Time Faculty; Professional Autonomy; *Teacher Attitudes; *Teacher Characteristics; Teacher Effectiveness; Teacher Evaluation; Teacher Expectations of Students; Teacher Student Relationship; Two Year Colleges

To determine the differences between the professional attitudes of full- and part-time instructors, this study was conducted on a national sample of community college faculty. The study's research design examined the attitudes expressed by faculty members on five dimensions discerned from the sociological literature on professionalism: knowledge acquisition, integration, application, and practice (scholarship); service ethic; autonomy; commitment to a calling; and integrity. Every third college listed in the 1995 American Association of Community Colleges Directory was invited to participate in the study, with a random sample of faculty chosen from participating community colleges. Surveys recorded participant attitudes toward professionalism, individual and demographic details, teaching positions, and allowed for comments. The response rate was 73%. Results suggested that part-time faculty have lower levels of involvement in knowledge acquisition and other forms of scholarship, higher expectations for students, less autonomy from the institution, and make less effort to maintain educational integrity than full-time faculty. There were no differences between full- and part-time faculty regarding service orientation to students and commitment to the occupation. Contains 40 references. (YKH)

ED 417 784 JC 980 182

Rifkin, Tronie
Issues Surrounding the Community College Collegiate Function: A Synthesis of the Literature.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC

Start administered by the federal Department of Health and Human Services, and the prekindergarten programs administered by the Texas Education Agency. The Texas Legislature has recently passed several bills mandating increased coordination among child care and prekindergarten programs. Contains 69 references. (Author/KB)

ED 417 801   PS 026 313

Illig, David C.
Birth to Kindergarten: The Importance of the Early Years. A Comprehensive Review of the Literature and a Series of Policy Options for Early Childhood Interventions in Response to a Request by Senator Dede Alpert.
PUB DATE- 98
NOTE- 56p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Brain; Child Development; Child Welfare; *Early Experience; *Early Intervention; Family Environment; Family Problems; *Individual Development; Literature Reviews; Nature Nurture Controversy; Policy Formation; Preschool Children; Preschool Education; *Program Evaluation; Risk
IDENTIFIERS- Brain Development; California

Researchers have long been interested in why some children have behavioral and developmental problems while others appear to develop "normally." A substantial body of research supports the notion that a child's early experiences--from birth to school entry--can influence significantly later cognitive, behavioral, educational, and economic outcomes. This review of the literature focuses on factors that affect children during their first 5 years of life. The review begins by examining the literature that identifies associations between children's outcomes and their early family and neighborhood experiences. This literature forms the basis for past efforts to initiate early childhood intervention programs (such as home visiting, childcare, and preschool). Next, the review examines recent discussions of research into brain development, especially as it relates to cognitive and behavioral development before age 5. These findings provide support for early childhood intervention programs. The third section of the review examines evaluations of early childhood intervention strategies for families with infants and young children; the fourth section reviews early childhood programs operated by federal and state governments in California. The final section identifies a number of policy issues and options the legislature may wish to consider when debating early childhood intervention proposals. Appendices present trends in child indicators, basic structure of the brain at the cellular level, and experimental research on cognitive development. Contains about 140 references. (EV)

ED 417 802   PS 026 332

Karnow, Gerald F.
Child Development and the Coworking of Doctor and Teacher: A Waldorf School Doctor's Perspective.
PUB DATE- 98
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Behavior Problems; *Child Development; Elementary

and Children's Age.
PUB DATE- 98
NOTE- 15p.; Paper presented at the Biennial Conference on Human Development (15th, Mobile, AL, March 5-7, 1998).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Age Differences; *Classification; *Early Childhood Education; *Elementary School Students; Perception; *Preschool Children; Stimuli
IDENTIFIERS- Categorical Processing (Cognition); Explanations; Similarity (Concept)

This study examined the extent to which actions of objects influence children's taxonomic categorization. Two types of action-based categories were examined: those in which the objects share similar actions; and those in which the objects have dissimilar actions. Perceptual features of the objects were dissimilar for all objects used in the study. Participating were 60 children--4, 5, and 6 years old--from private preschools and elementary schools in a southern urban city. Materials were two picture sets containing three similar-action-based objects, three dissimilar-action-based objects, and three distracter pictures. Children were asked to label pictures, make two groups, and explain why particular pictures had been grouped together. Results indicated that there were no age differences in overall sorting ability or in sorting accuracy for similar-action pictures. Six-year-olds were significantly more accurate in sorting dissimilar-action pictures than 4- and 5-year-olds, who did not differ from each other. Children with high sorting ability performed significantly better than those with low sorting ability. Within each sorting ability group, children were more accurate when sorting similar-action than dissimilar-action objects. For similar-action categories, children with low sorting ability offered more error explanations than any other type, while children with high sorting ability offered more event/taxonomic explanations than any other type. High ability sorters offered more event/taxonomic explanations than low ability sorters, and low ability sorters offered more error explanations than high ability sorters. For dissimilar-action categories, low sorters offered more error explanations than other types. High sorters offered more event/taxonomic explanations than other types. (KB)

ED 417 821 PS 026 381

Farquhar, Sarah
Are Male Teachers Really Necessary?
PUB DATE- 97
NOTE- 9p.; Paper presented at the NZARE Conference (Auckland, New Zealand, December, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Elementary Education; *Elementary School Teachers; Foreign Countries; *Males; *Preschool Education; *Preschool Teachers; Social Attitudes; Teacher Recruitment; Teacher Role; Teacher Selection; Teacher Student Relationship; Teacher Supply and Demand; *Teaching (Occupation)
IDENTIFIERS- New Zealand

There are currently no significant policies or programs to address the underrepresentation of males in the early childhood

PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Child Care Occupations; Compensation (Remuneration); *Day Care; *Day Care Centers; Decision Making; Diversity (Faculty); Diversity (Institutional); Early Childhood Education; Fringe Benefits; Grievance Procedures; *Labor Standards; Occupational Information; Occupational Safety and Health; Personnel Selection; Preschool Teachers; Problem Solving; Professional Development; Promotion (Occupational); *Work Environment; Working Hours
IDENTIFIERS- Diversity (Groups)

This document presents model work standards articulating components of the child care center-based work environment that enable teachers to do their jobs well. These standards establish criteria to assess child care work environments and identify areas to improve in order to assure good jobs for adults and good care for children. The standards are divided into 13 categories: (1) wages; (2) benefits; (3) job descriptions and evaluations; (4) hiring and promotions; (5) termination, suspension, severance, and grievance procedures; (6) classroom assignments, hours of work, and planning time; (7) communication, team building, and staff meetings; (8) decision and problem solving; (9) professional development; (10) professional support; (11) diversity; (12) health and safety; and (13) physical setting. Some standards are considered essential for child care centers to be recognized as providing a good adult work environment, directly impact the quality of care, or were repeatedly emphasized by teachers, directors, and others. Some standards indicate two possible levels of quality, a high-quality level and a striving level. Appendices include notes for teachers, directors, parents, and boards of directors who are using the model work standards; information on the "essential" model work standards; methods for calculating a self-sufficiency or living wage for a particular community; and an action plan work sheet. (KB)

ED 417 840   PS 026 405

Li, Jiali; Bennett, Neil
Young Children in Poverty: A Statistical Update.
PUB DATE- 98
NOTE- 13p.; This report updates the National Center for Children in Poverty (NCCP) 1996 volume, "One in Four: America's Youngest Poor"; see ED 404 030.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- At Risk Persons; Blacks; Economic Factors; *Economically Disadvantaged; Employed Parents; Hispanic Americans; Low Income; *Poverty; Poverty Programs; *Preschool Children; Socioeconomic Influences; *Well Being; Whites
IDENTIFIERS- National Center for Children in Poverty

The highlights of this statistical update include a new profile of the extremely poor, poor, and near poor population of young children; the use of an alternative measure of young child poverty that provides new insights into the impact of programs and policies on the economic well-being of young children; and a brief examination of why the poverty rate among young children has decreased since 1993. Among the findings noted in the report are the following: (1) the poverty rate for young children and the number of poor young children have declined since 1993, yet remains the highest in all age groups; (2) single parenthood, low educational attainment, part-time or no employment, and low wages each raises the risk of being poor, but taken together can be economically devastating; (3) Black the teacher and their concerns regarding the program; (4) identify teacher/caregiver concerns; and (5) use the workshop process in the Coordinators' Notebook to bring stakeholders together to define quality indicators based on the responses to the previous questions. (Contains five references.) (KB)

ED 417 858 PS 026 433

Williams, Sian
From Belize to Barbados: Affording Children Their Rights from Birth.
PUB DATE- 97
NOTE- 16p.; Paper presented at the Caribbean Conference on Early Childhood Education (2nd, Bridgetown, Barbados, April 1-5, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education; Child Development; Childrens Rights; *Educational Planning; Educational Policy; Family Role; Federal Legislation; Foreign Countries; *Government Role; Parent Responsibility; Parent Role; Partnerships in Education; *Preschool Education; Teacher Role; Young Children
IDENTIFIERS- Caribbean

This paper summarizes recommendations from and actions taken as a result of the 1996 Caribbean Conference on the Rights of the Child. It also presents the tasks for the Second Conference on Early Childhood Education in the Caribbean related to supporting Caribbean early childhood initiatives. Section 1 of the paper considers whether participating countries have the necessary legislation and planning capacity for early childhood initiatives, and notes the importance of taking a collaborative approach, defining responsibilities of parents and governments, providing national standards and guidelines, and developing planning capacity for early childhood education and development (ECED). Section 2 discusses main considerations in proposing legislation and planning in ECED, including considering a regional approach to mitigate the expense involved, making legislative links with other laws affecting young children or affecting the social and economic climate, developing planning capacity for very young children, and planning for social and economic supports. Section 3 describes current ECED provisions in Caribbean nations, notes the importance of grounding ECED services in local cultures, and creating a climate to promote ECED. Section 4 considers the issues in promoting ECED services, including supporting and raising consciousness about ECED in new parents, starting ECED intervention in the first year of life for a maximum benefit to the child, sustaining ECED supports to children and families before preschool, and prioritizing quality improvements in preschool services. Section 5 examines how ECED is currently being supported and sustained in the Caribbean, including using an integrated approach, designating budgets and planning ECED investment, and monitoring, evaluating, and training for ECED quality. (KB)

ED 417 859 PS 026 434

Dodge, Diane Trister; Dombro, Amy Laura; Colker, Laura J.
A Parent's Guide to Infant/Toddler Programs = Guia para los padres sobre los programas de cuidado infantil de 0-3 anos.
PUB DATE- 98
NOTE- 64p.; Illustrated by Jennifer Barrett O'Connell. Published

The Vogel Alcove, Dallas, Texas (Beverly A. Mulvihill and Andra McBain); The Ark, Baltimore, Maryland (Pat Gallagher); Homeless Children's Network, Seattle, Washington (Jean Bombardier); and Head Start Demonstration Programs (Adele Richardson Ray and Thelma Harms). The book's appendices include safety checklists, sample job descriptions for volunteers, a discipline policy, and a list of resources for volunteers. Contains a 22-item annotated bibliography. (HTH)

ED 417 877   RC 021 411

Azin-Manley, Mariam; Olson, Christine
The Governor's Pilot Distance Learning Project: The Experiences of Four Wyoming Schools.
SPONS. AGENCY- Wyoming State Dept. of Education, Cheyenne.
PUB DATE- 97
NOTE- 88p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Distance Education; Feasibility Studies; High School Students; High Schools; *Pilot Projects; Program Attitudes; Program Descriptions; Program Evaluation; Questionnaires; Rural Schools; Statewide Planning; *Student Attitudes; *Teacher Attitudes; Telecourses
IDENTIFIERS- *Compressed Video; *Technology Implementation; Wyoming

This report presents the results of the evaluation of the Governor's Pilot Distance Learning Project conducted during the spring of 1997 in four rural Wyoming high schools that served as pilot sites for the use of compressed video technology. Such technology provides coursework via two-way interactive video and is used in several states as a way of expanding the diversity and equity of curriculum offerings available to geographically disperse populations of students. Sections of the report provide: (1) description of the evaluation methodology employed; (2) an overview of the pilot project in terms of enrollment by course and school, academic performance of student participants, dropout rates, and how the technology was used; (3) a detailed description of what supports will be needed to promote effective statewide implementation of distance learning; (4) participants' perceptions and attitudes about the appropriateness of the technology for different content areas and audiences, perceived benefits, uses of the technology, and the technology itself; (5) state-level issues associated with planning, policies, and governance structures for administering distance learning programs; and (6) a summary of project findings, along with specific recommendations for the next steps in implementing distance learning in Wyoming. Compressed video equipment was used to offer courses in math, business, history, English, social problems, and career development to 85 high school students, of whom 70 completed the semester. Results show that students, staff, and administrators experienced positive effects from the project, and that certain supports will be necessary for large-scale implementation: technology; physical space; staffing; professional development, time, and compensation; scheduling; marketing and lead times; and contingency plans. While participants saw potential for the future use of compressed video technology, they felt it was most appropriate for highly motivated, advanced students. An appendix includes sample logs, survey instruments, report sheets, and site visit methodology. (SAS)

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adapted Physical Education; *College Programs; College School Cooperation; *Educational Practices; Elementary Secondary Education; Higher Education; Mainstreaming; *Rural Education; Special Education Teachers; *Teacher Certification; *Teacher Education; Teacher Education Programs
IDENTIFIERS- Alaska; Florida; Texas

Spurred by the inclusion trend, adapted physical education (APE) has emerged as a fundamental education service for children with disabilities in recent years. Although only 15 states have a certification or endorsement in APE, the Adapted Physical Education National Standards examination has produced certified APE educators in 21 additional states. All states offer at least one course in APE at the undergraduate level; a few offer an undergraduate minor; but undergraduate majors are scarce. Many graduate programs offer majors in APE, but some school districts and states view APE as frivolous, especially in rural areas. Perspectives on APE from three states with large rural areas are provided. Florida has a strong emphasis on APE, with state certification, two university master's programs, a federally funded summer inservice program, and several distance education programs. In Texas, certification has a chance of passage after 25 years of lobbying. The state's 15 certified APE educators are in or near metropolitan areas. Rural school districts in north Texas contract with Texas Woman's University. Three other colleges are proposing personnel preparation programs, and two are planning distance learning projects. Alaska has high rates of suicide, student drug use, and high-risk behaviors, and most of its resources go to treatment instead of school health programs. Alaska Natives and disabled people receive especially little attention. APE is considered a related service in many districts. The only personnel preparation program for physical education in Alaska includes APE issues in the regular curriculum but plans to adopt a fifth year MAT model. (TD)

ED 417 894 RC 021 448

Jakupcak, Jo; Fishbaugh, Mary Susan
A Horse of a Different Color: Distance Education; Making it Effective.
PUB DATE- 98
NOTE- 10p.; In: Coming Together: Preparing for Rural Special Education in the 21st Century. Conference Proceedings of the American Council on Rural Special Education (18th, Charleston, SC, March 25-28, 1998); see RC 021 434.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Techniques; *Distance Education; Elementary Secondary Education; Higher Education; *Inservice Teacher Education; *Instructional Development; Instructional Effectiveness; *Interactive Television; Professional Development; Rural Education; *Telecourses; Television Teachers
IDENTIFIERS- Montana

This paper discusses techniques and strategies to improve the

(150)
DESCRIPTORS- Auditory Discrimination; *Auditory Training; *Computer Assisted Instruction; *Courseware; Distance Education; Educational Cooperation; Elementary Secondary Education; *Institutional Cooperation; *Language Impairments; Special Education
IDENTIFIERS- Access to Services; *Fast ForWord

This paper describes a professional and institutional partnership formed to facilitate access to Fast ForWord, a computerized approach to receptive language and auditory processing remediation. The program works best for children aged 4-14 with such classifications as communication handicapped (receptive-expressive language impairments), dyslexia, language-learning disabled, sensory integration deficit, or central auditory processing disorder. Fast ForWord provides exercises in temporal sequencing, building rate of processing, and other speech and language skills with the goal of increasing an individual's rate of auditory processing. Two professionals from Gonzaga University (Washington) and St. Luke's Rehabilitation Institute formed a partnership to address funding and technology problems impeding access to Fast ForWord. Through their collaboration, two learning-language impaired children received Fast ForWord training for 8 weeks as an alternative to traditional speech/language therapy. Pretest and posttest scores demonstrate the children's progress. In order to overcome costs and computer access obstacles in using the program, school districts could form contractual partnerships with community agencies, particularly in low-income, isolated rural areas. Contains 24 references. (SAS)

ED 417 911 RC 021 465

Sebastian, Joan P.; Mathot-Buckner, Connie
Including Students with Severe Disabilities in Rural Middle and High School: Perceptions of Classroom Teachers.
PUB DATE- 98
NOTE- 9p.; In: Coming Together: Preparing for Rural Special Education in the 21st Century. Conference Proceedings of the American Council on Rural Special Education (18th, Charleston, SC, March 25-28, 1998); see RC 021 434.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Benefits; Educational Cooperation; *Inclusive Schools; Mainstreaming; Regular and Special Education Relationship; *Rural Schools; Secondary Education; *Secondary School Teachers; *Severe Disabilities; Special Education; *Teacher Attitudes
IDENTIFIERS- Barriers to Implementation; *Washington School District UT

In order to document the effects of including secondary students with severe disabilities in rural middle and high schools, a study was conducted in one senior high school and one middle school in Washington School District, Utah. The schools had a total of 8 students with severe disabilities. Specifically, the study examined the beliefs of secondary educators about including students with moderate or severe disabilities in secondary schools and content area classrooms; how instructional practices are impacted when students with severe disabilities are included; and what educators have learned about including students with severe disabilities. Twenty educators were interviewed at the beginning and end of the school year to determine attitudes about inclusion, impact on holding six- or 12-hour workshops on this curriculum for session leaders. Materials include sample agendas, handouts, overheads, and icebreakers. (Contains a glossary and a list of Energy Education Resources) (PVD)

ED 417 928   SE 060 360

Kroll, Mary
Mud, Muck and Other Wonderful Things: An Environmental Curriculum for Five-to Eight-year Olds. Environmental Stewardship.
PUB DATE- 95
NOTE- 80p.; Funding received from the John Deere Foundation.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Community Programs; *Curriculum Guides; Earth Science; *Ecology; *Environmental Education; Fundamental Concepts; Learning Activities; Outdoor Education; Primary Education; Science Education; *Youth Programs
IDENTIFIERS- Environmental Awareness; Stewardship

This ecology curriculum for young children is arranged into seven chapters of activities. The chapters are preceded by an activity matrix that provides information on outcomes, location of activity, and time of year. Each chapter begins with a background section that provides a basic understanding of the topic. It also explains how much young children can be expected to understand about the subject based on their developmental stage. Each activity includes a text box providing information on specific life skills emphasized, group size, materials needed, location, duration, and other information. The activities themselves are a combination of games, scientific experiments, and opportunities for creative expression. Activities explore such topics as tree functions, ecosystems and habitats, sun energy, food chains, wetlands, natural cycles, weather, ecosystem succession, renewable and nonrenewable resources, and decomposition. A glossary is included. (PVD)

ED 417 929   SE 060 520

Greenlee, Shelia; Lambert, Lynn
The Science of Living Spaces: Women in the Environment of the 21st Century. An Evaluation and Guide Book.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 96
NOTE- 92p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Career Education; Engineering Education; Females; Futures (of Society); *Hands on Science; Intermediate Grades; Junior High Schools; Partnerships in Education; *Relevance (Education); Science Activities; Science and Society; Science Education

The Science of Living Spaces program provides girls aged 11-13 increased access to and awareness of the possibilities inherent in pursuing careers in science, engineering, and mathematics. Objectives of the program include expanding career knowledge and opportunities; increasing participants' knowledge of and exposure to science, engineering, and mathematics through real-opportunities, they are included so that educators can identify elements of programs that will lead to new ways of teacher and student learning and improved student achievement. Strategies, additional resources, and the example programs all provide educators with a grounding in how to select programs and where to go for additional information. Section II provides a description of each strategy including the elements necessary for design and implementation along with issues for educators to consider. The discussion of each strategy concludes with a real-life example of the strategy in action. Section III features lengthier descriptions of existing programs that effectively combine several of the Strategies for Professional Development including programs honored in the U.S. Department of Education's National Awards Program for Model Professional Development. Section IV contains brief descriptive and contact information for organizations and professional development projects that are working to offer educators training and information. (ASK)

ED 417 950 SE 061 247

McDaniel, Patrice; Devi, Bharati; Crockett, Denise; Atwater, Mary Monroe
Secondary Preservice Science Teachers Ideas About Culture, Ethnicity, and Learning of Marginalized Students.
PUB DATE- 95
NOTE- 36p.; A version of a paper presented at the Annual Meeting of the National Association for Research in Science Teaching (San Francisco, CA, April, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Constructivism (Learning); *Cultural Influences; *Ethnicity; Higher Education; *Preservice Teacher Education; *Science Education; Secondary Education; *Student Attitudes; Teacher Education

This collective case study focuses on three preservice teachers' ideas about culture and ethnicity and the influence of the two on students' science learning. The preservice teachers (N=3) had general ideas about culture but the concept of ethnicity was perplexing to them. Often the terms "culture" and "ethnicity" are equated by the students indicating that the distinction is unclear. Two of the participants in the study did not believe that the culture and ethnicity of students influences their science learning and instead suggest that these elements dictate students' interactional patterns, styles of dress or overall appearance, and personality. Contains 39 references. (Author)

ED 417 951 SE 061 249

Burrelli, Joan S.
Graduate Enrollment of Women and Minorities in Science and Engineering Continues To Rise.
PUB DATE- 98
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Research/Technical (143)
DESCRIPTORS- Engineering; *Engineering Education; *Enrollment Influences; *Females; *Graduate Students; Higher Education; Minority Group Influences; *Science Education; Sciences; Womens

Multiple Worlds/Mis-Matched Meanings: Barriers to Minority Women Engineers.
PUB DATE- 98
NOTE- 16p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (71st, San Diego, CA, April 19-22, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Career Choice; Cultural Influences; Engineering Education; *Engineers; Equal Education; *Females; Foreign Countries; Higher Education; *Minority Groups; *Science and Society; Scientists; Sex Differences
IDENTIFIERS- Philippines; Polynesia

Despite receiving over 50% of associate, bachelor's, and master's degrees in the United States in 1990, women earned only 15% of engineering bachelor's degrees. Polynesian and Filipino women compose an almost vanishing percentage of these engineering graduates. To make visible the social obstacles minority women engineers experience, this paper includes narratives from four women who are close to completing or have recently completed degrees in civil or mechanical engineering. Issues of power, identity, gender, and race emerged in these narratives. Each woman constructed multiple social identities reflecting the norms of her social group. Three believe success as an engineer requires conflicting identities and the fourth woman's story reveals how immersion in a girls' college preparatory academy shielded her from negative ethnic, class, and gender narratives. Contains 21 references. (Author/DDR)

ED 417 973 SE 061 305

Ramey, Linda
Investigating the Importance of Prior Science Experiences for Majors and Nonmajors.
PUB DATE- 98
NOTE- 21p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (71st, San Diego, CA, April 19-22, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Career Choice; College Curriculum; Concept Formation; Educational Strategies; Higher Education; *Majors (Students); *Prior Learning; Science and Society; Science Curriculum; *Science Education; *Student Attitudes; *Undergraduate Study

This study focuses on the results of an open-ended questionnaire on positive and negative science experiences and the preliminary findings for the development of a survey instrument based on those results. The primary objective of the study was to determine if there are detectable differences in prior science experiences between those who become science majors and nonmajors. Several factors such as teachers, overall learning environment, and perceived success in learning contribute to the overall positive or negative nature of the prior science experiences. Knowledge gained from this study can be translated into greater understanding of the types of experiences that foster positive attitudes toward science as well as how these experiences can be integrated into science education to foster greater success for more students. Contains 17 references. (Author/DDR)

Clay, Rebecca; Ventura-Merkel, Cathy; Eades-Goudy, Dianne; Dubich, Teresa
Intergenerational Projects: Idea Book.
PUB DATE- 93
NOTE- 65p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Age Differences; Age Groups; *Community Programs; Elementary Secondary Education; *Intergenerational Programs; *Mixed Age Grouping; *School Community Relationship; Service Learning

This book profiles 74 intergenerational programs in the United States. The programs range from basic tutoring projects to a sophisticated corporate-based day care center. Project selection was based on replicatable programs involving mutually beneficial exchanges. Grouped by subjects, profiles include programs targeting both young and old. Most profiles conclude with a list of resources available from the program's originator. A contact person for each organization is provided for individuals or groups wanting further information. A resource section at the end of the book provides more general information. Topics addressed include: (1) "Connecting the Generations"; (2) "Overcoming Isolation"; (3) "Becoming Mentors"; (4) "Educating Each Other"; (5) "Coming Together through the Arts"; (6) "Sharing Histories"; (7) "Staying Healthy"; (8) "Supporting Families"; (9) "Developing Job Skills"; and (10) "Serving the Community." (Contains a section on resources, and two indices listing age groups served and a state directory of programs.) (EH)

ED 417 996 SO 027 684

Belbas, Brad; Shumer, Rob
Frequently Cited Sources in Service-Learning.
SPONS. AGENCY- Corporation for National Service.
PUB DATE- 94
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Citizen Participation; Citizen Role; Citizenship; Citizenship Education; Community Services; Elementary Secondary Education; *School Community Relationship; *Service Learning

This resource is to provide the initiate to service-learning with a condensed list of the most frequently cited books, articles, and authors in service-learning bibliographies. The references in this bibliography were compiled by cross-referencing seven bibliographies on service-learning. Each of the references is identified by two or more of the seven sources. A special section of the bibliography is included for those works which are frequently cited but whose author may have written only a single article. (EH)

ED 417 997 SO 027 685

Shumer, Robert; Berkas, Thomas H.
Doing Self-Directed Study for Service-Learning.
SPONS. AGENCY- Commission on National and Community Service, Washington, DC.
PUB DATE- 92
NOTE- 51p.
LANGUAGE- English

the context of a legal environment in which property is protected and people are protected against breach of contract, fraud, and coercion. The 24 lessons are divided into 5 units introducing the stock market, personal investing, how investing affects the economy, taking care of business, and how the economy affects investments. Lesson titles include: (1) "Why Study the Stock Market?"; (2) "What Is a Corporation?"; (3) "What Is a Stock? Or, Who Owns McDonald's?"; (4) "What Are Markets?"; (5) "Showtime on Wall Street"; (6) "How Are Stock Prices Determined?"; (7) "How to Read the Stock Tables"; (8) "How Do You Make or Lose Money in the Stock Market?"; (9) "Getting Fancy: The Bulls, the Bears, and the Pigs!"; (10) "Are Stock Markets Only for the Wealthy?"; (11) "Getting Rich is Child's Play--The News About Compound Interest"; (12) "All Savings Choices Involve Risk: Grandma's Gift"; (13) "Some Risks Are Greater than Others"; (14) "How to Choose a Stock"; (15) "Building a Stock Portfolio"; (16) "Playing Along with the Averages"; (17) "The Market-Go-Round"; (18) "I've Got the Workin' in the Chalk-Mark Factory, Increasing My Productivity Blues"; (19) "How Do Saving and Investing Affect Economic Growth?"; (20) "How Do Businesses Obtain Financing?"; (21) "How to Read an Annual Report"; (22) "Researching a Business"; (23) "Business Cycles and the Stock Market"; and (24) "How Do Domestic and International Events Influence the Buying and Selling of Stocks?" Lessons are classified for beginning, intermediate, and advanced level students. (EH)

ED 418 017 SO 028 428

Carter, Carmen; Heiman, Jan; Mitchell, Julie; Morgan, Jack
Pocketwise: Personal Finance Economics K-2. Teacher Resource Manual. EconomicsAmerica.
PUB DATE- 97
NOTE- 160p.; For related manuals, see SO 028 429-431.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Capitalism; *Decision Making; Economic Change; Economic Climate; *Economics; *Economics Education; Free Enterprise System; *Investment; *Microeconomics; Primary Education; *Social Studies; Teaching Guides
IDENTIFIERS- *Personal Finance

This book is designed to help students in grades K-2 make better decisions as spenders, savers, borrowers, and managers of money. The learning experiences focus on personal finance and money management. The 14 lessons are divided into 4 units focusing on money, spending, saving, and borrowing and credit. Lesson titles include: (1) "A Very Good Day for Money"; (2) "What Is Money?"; (3) "Money Lets Me Choose"; (4) "Consumers Choose to Spend"; (5) "Spending Decisions Go On and On"; (6) "Opportunity Costs Are Everywhere"; (7) "Advertising Influences Spending Decisions"; (8) "Why We Save"; (9) "Budgeting Is a Way to Plan for Saving"; (10) "Saving Requires Waiting"; (11) "To Borrow or Not to Borrow--That Is the Choice"; (12) "To Lend or Not to Lend--That Is the Choice"; (13) "I Owe You"; and (14) "Demonstrating Money Management." Contains a 44-item glossary of economics terms (EH)

ED 418 018 SO 028 429

Haskell, Diana C.; Haskell, Douglas A.

ED 418 039 SO 028 723

Draze, Dianne; Conroy, Sonsie, Ed.
Our Town: A Guide for Studying Any Community. Grades 1-3.
PUB DATE- 88
NOTE- 61p.; Illustrations by Dean and Pat Crawford.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Community; Community Attitudes; Community Characteristics; Community Problems; Community Resources; Community Role; *Community Study; Local Government; *Local History; Local Issues; Primary Education; *Social Studies

This booklet presents a guide for primary students studying a community. Students are to become aware of the many aspects of their community which make it unique. A variety of educational experiences are included with ideas for group lessons, group projects, individual projects, learning centers, and worksheets. All activities are open-ended so they can be used in a variety of community settings. Several general concepts are explored including location, history, people, transportation, economy, buildings and housing, communication, education and recreation, and government. (EH)

ED 418 040 SO 028 724

Kemball, Walter, Ed.
Spaces and Places: A Geography Manual for Teachers.
SPONS. AGENCY- Rand McNally and Company, Skokie, IL. Educational Publishing Div.
PUB DATE- 95
NOTE- 185p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Achievement; Elementary Secondary Education; *Geographic Concepts; *Geography; *Geography Instruction; Higher Education; Maps; *Preservice Teacher Education; Social Studies; Standards; *Teacher Education

This manual is designed as a resource guide for preservice and classroom teachers with an interest in geographic education. The chapters cover a variety of topics including the most recent developments in geographic education. Each chapter offers suggestions and ideas that can be included in general geography/social studies methods courses or in-service seminars for practicing classroom teachers. Most chapters contain practical classroom examples to assist in the implementation of the concepts and are written for students of varying competencies, behaviors, and ethnic and cultural origins. The 13 chapters include: (1) "The Nature of Geography" (Salvatore J. Natoli); (2) "Geography for Life: World Class Standards for All Students" (James Marran); (3) "Setting Objectives for Lesson and Unit Planning" (Joseph Stoltman); (4) "Ideas and Teaching Strategies for the 1990's" (Cathy Riggs-Salter); (5) "Teaching Geography Skills" (R. S. Bednarz; S. W. Bednarz); (6) "So, You Want to Read a Landscape" (C. L. Salter); (7) "Using Maps in the Classroom" (Carol Gershmel); (8) "Teaching Geography with Technology" (Charlie Fitzpatrick); (9) "Authentic Assessment of Student Achievement" (Marianne Kenney); (10) "Teaching Geography in a Pluralistic Society" (Rickie Sanders); (11) "Resources for Geographic Education"

Researchers; Teachers
IDENTIFIERS- *Collaborative Inquiry; Poststructuralism

This paper illustrates a researcher/teacher's "situated," (using the workplace as a cultural context) and "gendered" (following the female's subjective preference for context and relationship) understanding of ethics and school-university collaboration. It discusses two ethical issues that arise when school and university colleagues work in collaborative relationships. The paper describes three areas of complication resulting from school-university collaboration; discusses three assumptions of poststructural, feminist research and how they relate to the democratization of qualitative research; and draws implications for ethical issues in collaborative inquiry within the context of caring relationships among colleagues from different workplace cultures. Data come from the researcher/teacher's experiences over several years as a collaborative inquirer in various projects involving school and university faculty. Data sources include field notes, analytic memos from participant observation, reflective journals, focus groups interviews with teachers and university faculty, students' papers, and site artifacts. Complications related to school-university collaboration included school-university workplace cultural differences, situated practice giving rise to situated understanding, and dual role relationships of school-university collaborators. Poststructural, feminist assumptions about qualitative inquiry included the researcher/teacher seeking decentered knowledge, empowerment being problematic, and the aim of inquiry being dialogue. The two ethical implications arising from the complications in school-university collaboration and the assumptions of poststructural, feminist research are that the collaborative relationship must be a caring one and that intellectual honesty is necessary for the democratization of inquiry. (Contains 31 references.) (SM)

ED 418 060 SP 037 849

Moore, John; Benton, Janet
New Teacher Standards and Learner Diversity: Ideas for Authentic Assessment.
PUB DATE- 98
NOTE- 23p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (New Orleans, LA, February 25-28, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Standards; *Diversity (Student); Educational Change; Elementary Secondary Education; Higher Education; Preservice Teacher Education; State Standards; Student Teachers; *Teacher Certification; Teacher Collaboration; Teacher Competencies
IDENTIFIERS- *Authentic Assessment; Kentucky Education Reform Act 1990; Western Kentucky University

Changing views about learning and schooling affect teacher preparation programs. The paper examines how Kentucky's standards for new teachers relate to addressing learner diversity, explaining how the Kentucky Education Reform Act is a model for affecting statewide change, particularly regarding methods of assessment and examination of learner diversity. The paper also describes how one teacher education program has been transformed to implement Kentucky's new teacher standards, moderate/severe delays, including students "at risk" due to cultural differences, environmental deprivation, stress, and health issues. Teacher educators need to revise traditional teacher education course content to include alternative instruction and assessment practices that provide all students with the curricular and program modifications they need. Teacher preparation course content should emphasize best practices that are interactive, authentic, and performance-based when dealing with students who have special needs. In order to effectively model these innovative, state-of-the-art practices, teacher educators are moving away from the lectern and utilizing more interactive teaching methodology that is both multidimensional and multisensory through demonstration, simulation, role playing, and cooperative group activities. (Contains 25 references.) (Author/SM)

ED 418 077 SP 037 868

Devlin-Scherer, Wade; Spinelli, Ann Marie; Giammatteo, Dawn; Johnson, Craig; Mayo-Molina, Sylvia; McGinley, Paula; Michalski, Candice; Schmidek, Susan; Tomaiuolo, Linda; Zisk, Laurie

Action Research in Professional Development Schools: Effects on Student Learning.

PUB DATE- 98

NOTE- 32p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (50th, New Orleans, LA, February 25-28, 1998).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Action Research; *College School Cooperation; Elementary Education; Elementary School Mathematics; Elementary School Students; Elementary School Teachers; Higher Education; Mathematics Achievement; *Mathematics Instruction; *Partnerships in Education; Preservice Teacher Education; Problem Solving; *Professional Development Schools; Teacher Researchers

IDENTIFIERS- Connecticut

This report presents data from one elementary school's (Hartford, CT region) second year (1996-97) implementation of a mathematics reform action research project by the professional development team. Teachers from grades 2-5 systematically implemented an ancillary problem solving curriculum in their classrooms after receiving training by a university facilitator and attending a summer institute. The team met biweekly to support full implementation of the research plan and data collection. Implementation of the ancillary mathematics program began in fall 1996 and continued through June 1997. A matched pairs strategy was employed to allow for year-to-year control group comparisons. Intervention group students in grades 2-5 learned and practiced 10 problem solving strategies throughout the year. Teachers, in consultation with university faculty, increased the use of problem solving activities over 2 years using multiple strategies. Holistic and standardized assessment determined the overall effects of using action research to improve student mathematics learning. Treatment classes completed a pretest and posttest, a whole-class selected problem test, and student interviews. Students in control and treatment groups completed two sets of standardized measures in 1996 and 1 year later. Results indicated that during the second implementation year, most students successfully learned the selected strategies. However, when comparing them with matched programs developed by B. Thompson (1990, 1997). Appendixes, which comprise more than half the half, contain the SPSS commands, two computer programs for the analysis, and some results of the analyses. (Contains 24 figures and 11 references.) (Author/SLD)

ED 418 096 TM 028 190

Strauss, J. P.; van der Linde, H. J.; Plekker, S. J.; Strauss, J. W. W.
Education and Manpower Development 1996. No. 17.
PUB DATE- 97
NOTE- 57p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Blacks; Educational Administration; *Elementary Secondary Education; *Enrollment; Enrollment Trends; Foreign Countries; Geographic Distribution; Graphs; *Higher Education; School Statistics; *Technical Education; Trend Analysis
IDENTIFIERS- *South Africa

This is the second publication in the series that provides information about education in the new South Africa. Educational data were collected by the new nonracial education departments in each of the nine provinces. Because of the difficulties of gathering information on the new systems, no evaluation of the educational progress made by disadvantaged groups is possible. A new Education Management Information System being developed will improve the gathering of information for subsequent volumes. A series of figures presents information about South Africa's 8,138,591 primary and 3,910,346 secondary students and their schools and teachers. The following figures are included: (1) "Learner Enrollment According to Province and School Phase, 1996"; (2) "Learner Enrollment According to School Phase and Gender, 1996"; (3) a 10-part figure of learner enrollment by region and for the whole country; (4) "Number of Educators and Learner Enrollment per Province, 1996"; (5) "Number of Schools and Learner Enrollment per Province, 1996"; (6) "Matric Results According to Province, 1994-1996"; (7) "Results for History, Mathematics and Physical Science in the Matriculation Examination, 1996"; (8) "Results for English and Biology in the Matriculation Examination, 1996"; (9) "Comparison between the Population and Learner Enrollment per Province, 1996"; (10) a 10-part figure with enrollment forecasts for each province and the whole country from 1997 to 2005; (11) "Students at Universities According to Population Group, 1996"; (12) "Number of Staff Members at Universities According to Population Group, 1996"; (13) "Students at Technikons According to Population Group, 1996"; and (14) "Number of Staff Members at Technikons According to Population Group, 1996." An appendix lists addresses of universities and university and teacher training college contact persons. (SLD)

ED 418 097 TM 028 191

Cuccaro-Alamin, Stephen; Choy, Susan P.
Postsecondary Financing Strategies: How Undergraduates Combine Work, Borrowing, and Attendance. Statistical Analysis Report. Postsecondary Education Descriptive Analysis Reports.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 98

IDENTIFIERS- *Schools and Staffing Survey (NCES)
The Teacher List Validation Study was conducted to evaluate the quality of the Teacher Listing Record (TLR), a form used during the Schools and Staffing Survey (SASS) to obtain a list of teachers in each school. The SASS is a set of four interrelated surveys of public and private elementary and secondary schools, districts, teachers, and administrators conducted by the National Center for Education Statistics (NCES). For the first component of the study, 100 private and 100 public schools were selected for reinterview to determine whether the TLRs had been completed accurately. In the second component of the study, an additional 100 schools and 100 districts were reinterviewed to determine whether the TLR or the school questionnaire provided a more accurate account of teachers. Data suggest that public schools were more accurate listing teachers than were school districts. The types of errors usually made were characterized. Private schools incorrectly included nonteachers and incorrectly excluded teachers, although the instances were few in each teacher/nonteacher group. Both public and private schools were more accurate in listing teachers using the TLR than the SASS school questionnaire. Part-time teachers were most often omitted, and the types of nonteachers most often included erroneously were librarians and prekindergarten teachers. Two attachments describe the study sample and teacher/nonteacher categories for the report. (Contains 6 graphs and 14 tables.) (SLD)

ED 418 114 TM 028 208

Jenkins, Cleo R.; Wetzel, Angela-Jo
The Results of the 1991-92 Teacher Follow-up Survey (TFS) Reinterview and Extensive Reconciliation. Working Paper Series.
PUB DATE- 95
NOTE- 128p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Elementary Secondary Education; Estimation (Mathematics); *Followup Studies; *Interviews; Longitudinal Studies; National Surveys; *Research Methodology; *Responses; Tables (Data)
IDENTIFIERS- Schools and Staffing Survey (NCES); *Teacher Followup Survey (NCES)
The two papers in this volume are two parts of a report on the results of the 1991-92 Teacher Follow-up Survey Reinterview and Extensive Reconciliation, a follow-up to the Schools and Staffing Survey. Part 1 (three-fourths of the report), "The Results of the 1992 Teacher Follow-up Survey Reinterview and Extensive Reconciliation," discusses the differences between the original Teacher Follow-up Survey and the reinterview and reconciliation designed to measure response variance estimates. In general, the reinterview and reconciliation did not explain differences between the original and the reinterview responses. Why this occurred, and how to remedy it for future surveys are discussed. Part II, by the same authors, "An Evaluation of the Methodology Utilized for the 1991-92 Teacher Follow-up Survey (TFS) Reinterview and Extensive Reconciliation: Part Two of a Two-Part Report," focuses on the reinterview and the extensive reconciliation methodology, and offers suggestions to improve the methodology, complementing the first part, which concentrated on improvement of the questionnaire. (Contains 61 tables in all and 15 references for each paper.) (SLD)

results indicated the existence of preparatory and making processes in mindy construction, with the making process being an autonomous one. The study has implications for educational theory construction and practical teaching behavior because the environmental information organization process was the most influential and the making process cannot be affected with interruptions. In addition, there are implications for planning curricula in subject matters, especially the information arrangement aspects emphasized. (Contains five tables and three references.) (Author/SLD)

ED 418 133 TM 028 227

Laasonen, Raimo J.
An Educational Way of Dealing with Tunneling, Motivation to Novelties, and Creative Mindies in 13-16 Years of Age.
PUB DATE- 98
NOTE- 37p.; For related documents, see TM 028 226-231.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; *Age Differences; *Cognitive Processes; Creativity; Educational Theories; Experience; Foreign Countries; *Novelty (Stimulus Dimension); Secondary Education; *Secondary School Students; Student Motivation; Teaching Methods; Test Construction; Test Reliability; Test Validity
IDENTIFIERS- *Mental Representation; *Mindies; Tunnel Vision

The objective of this study was to inquire if tunneling of mind, motivation to novelties, and creative mindies in 4 age groups (13, 14, 15, and 16, years of age) have dynamic relationships. A creative mindy is a new organized mind shape not previously occurring. The subjects were 93 pupils of a secondary comprehensive school. Questionnaires were constructed to measure tunneling and motivation to novelties. A creative mindy test was developed. A coefficient for reliability was developed through the coefficients of determination and nondetermination. Validity was examined calculating scalar products of the items between the age groups divided by the maximum scalar product. The reliability coefficients proved to be rather satisfactory (the mode was 0.80). The validity coefficients were satisfactory (the modes were 0.90). The item scores because of high correlations were added to a sum score and a usual statistical classification procedure was applied to the quantification of the variables. Matrix products were used to break the symmetries between the variables. The hypothesis was not supported. The results indicate that no sole variable exists. The variables acted as a dependent variable in turn and formed eccentric feedback loops in moving from mutual stabilization to oscillation. Age differences in tunneling thinking are discussed, and implications for teaching are reviewed. (Contains five tables and seven references.) (Author/SLD)

ED 418 134 TM 028 228

Laasonen, Raimo J.
An Educational Stance on Relationships of Cognitive Organization, Affective States, Reasoning, Creativity, and Customary Productivity in Age of 13-16.
PUB DATE- 97
NOTE- 35p.; For related documents, see TM 028 226-231.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.

decade, the NCES should collect data to quantify the baseline status of schools and their staffs so that changes in issues of interest can be recognized easily. In the past, SASS data have been especially useful for problem definition, evaluation of policies and programs, and also for enlightenment. and for enlightenment. In the future, it is recommended that questionnaires be designed to continue to collect useful data for these purposes and in addition to collect data more useful for evaluation of policies and programs. The following sections are included in the report: (1) "Introduction"; (2) "School Improvement versus School Change"; (3) "The Goals, Foci, and Strategy of SASS: A Reconsideration"; (4) "Dimensions of Schooling Amenable to Policy Intervention"; (5) "Review of Prior SASS Questionnaires"; (6) "Discussion and Recommendations"; and (7) "Summary." (Contains 2 tables and 14 references.) (SLD)

ED 418 153 TM 028 251

Stodolsky, Susan S.
Should SASS Measure Instructional Processes and Teacher Effectiveness? Working Paper Series.
PUB DATE- 96
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Content Analysis; *Curriculum Development; Elementary Secondary Education; *Instructional Effectiveness; National Surveys; *Research Design; Research Methodology; *Teachers; *Teaching Methods
IDENTIFIERS- National Center for Education Statistics; *Schools and Staffing Survey (NCES)

This paper addresses issues related to the possible inclusion of items in the Schools and Staffing Survey (SASS) to measure instructional practices and teaching effectiveness. The SASS is a national survey of schools and teachers conducted by the National Center for Education Statistics. This report explores the purposes that can be served by measuring instructional practices on a national scale, and then examines how teaching effectiveness is conceptualized. Another section describes some strengths and limitations of observational studies of classroom instruction and makes a similar assessment of survey studies. Some attention is given to curricular reforms and how their impact might be assessed. The last sections of the paper suggest specific ways in which instructional practices and curricular content might be measured through the SASS, including the selection of specific school subjects and grade levels for attention. A number of large survey studies have already provided valuable information about curriculum and instruction in U.S. classrooms, and the SASS could join them. There does not appear to be any federal program in which instructional practices and opportunities to learn will be monitored in the future and the SASS, with its large sample of teachers, seems to be an excellent vehicle for the measurement of both curriculum and instructional practices. The SASS also seems ideally suited to monitor the classroom consequences of reforms such as curriculum standards. (Contains 50 references.) (SLD)

ED 418 154 TM 028 252

Perry, Nancy E.; Meisels, Samuel J.
How Accurate Are Teacher Judgments of Students' Academic

Equity Learning," provides sample scenarios and essay questions, and Part 4, "Action Research Projects," presents materials for enable students to conduct their own gender equity research. (Contains four tables.) (SLD)

ED 418 171 UD 032 231

Sanders, Jo; Koch, Janice; Urso, Josephine
Gender Equity. Sources and Resources for Education Students.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 97
NOTE- 114p.; For Volume 1, "Instructional Activities for Teacher Educators," see UD 032 230.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Reference Materials - General (130)
DESCRIPTORS- Education Majors; Educational Assessment; Females; Higher Education; Learning Activities; *Mathematics Education; *Resources; *Science Education; Sex Discrimination; *Sex Fairness; Sex Role; *Teacher Education; Teacher Educators; *Technical Education

This volume for students developed by the Teacher Education Equity Project, which worked with 61 teacher educators over 3 years, contains source materials about gender equity for use with various activities, as well as bibliographic and other resource listings. Volume 1, designed for teacher educators, presents activities educators can use with education students to make them aware of gender equity issues, especially in mathematics, science, and technology (MST) education. This resource volume for students begins with an overview of gender equity in MST education, reminding the student that gender differences in MST performance and participation are a function of contexts or situations in which these subjects are taught and learned. Preservice teachers should be aware of the research defining the gender equity problem and giving recommendations on dealing with gender bias in the classroom. Like the educators' volume, the resources deal with six main themes: (1) MST as male domains; (2) cultural expectations of peers, teachers, parents, and society; (3) biased and inappropriate curriculum materials; (4) classroom interaction and atmosphere; (5) anti-intellectualism and attributional style; and (6) testing and assessment. (Contains four tables.) (SLD)

ED 418 172 UD 032 232

A Review of Roles and Responsibilities: Restructuring for Excellence in the School System.
PUB DATE- 97
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Accountability; *Boards of Education; *Educational Change; Educational Finance; Elementary Secondary Education; Financial Support; Foreign Countries; Integrated Activities; School Based Management; School Effectiveness; *School Restructuring; School Role; *State Departments of Education; State School District Relationship
IDENTIFIERS- *British Columbia; School Councils

Recommendations are presented for a new form of school governance continuing block scheduling, continuing to create clusters of students, and continuing to sensitize teachers to the special needs of ninth graders. One of the chief findings is that the rate at which students discontinued their educations declined in 1996-97 as it had in 1995-96. In Grade 10, however, the discontinuation rate increased, suggesting that the program should be extended to grade 10. Twelve appendixes provide information about students affected by the program, including information on dropouts and transfers. (Contains 60 tables and 56 references.) (SLD)

ED 418 189 UD 032 249

Thernstrom, Stephan
The End of Preferences: Behind the UC Admissions Controversy. CEO Policy Brief.
PUB DATE- 97
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Admission Criteria; *Admission (School); *Affirmative Action; Black Students; *College Applicants; College Entrance Examinations; Competitive Selection; *Enrollment; Graduate Study; Higher Education; Hispanic Americans; Law Schools; Medical Schools; Minority Groups; Racial Differences; School Holding Power; *State Programs
IDENTIFIERS- *Racial Preference; *University of California

The consequences of the end of minority preferences in the University of California (UC) schools of law and medicine are explored. The first students admitted into these graduate schools on a colorblind basis will begin classes in the fall of 1997. None of these students received a racial preference in admission, as a result of a 1995 decision by the UC Board of Regents. The media have described the effects of the new policy in uniformly alarmist and simplistic terms, but, in fact, the numbers of Blacks and Hispanics are generally down at the law and medical schools because in the past these schools have admitted minority students with weak academic qualifications. When color preferences were outlawed, it was inevitable that the racial mix of the incoming class would change. The decline in the number of minority students was especially great for African Americans. Hispanic enrollments dropped only half as much. Although the fact that no blacks were admitted to the UC San Diego medical school was widely publicized, the number of blacks enrolling in the state's medical schools actually increased slightly, and Hispanic enrollments dropped much less than in the law schools. Asian Americans are flourishing under the new policies, with their numbers in the first-year class at the UCLA (UC Los Angeles) law school up 81%. If Asians are included in the "minority" count, minority enrollments there are up about 25%. A desire to obscure Asian successes has led proponents of preferences to demote Asian Americans from the category of people of color. The actions of the UC Board of Regents have reduced the numbers of Black and Hispanic students in these graduate schools at present, but it will benefit those with solid qualifications by removing the stigma of having been admitted under lower standards. Contains 28 notes. (SLD)

ED 418 190 UD 032 250

Lerner, Robert; Nagai, Althea K.
Racial Preferences in Michigan Higher Education. Racial

priorities, and Program Assurances and Certification. (AEF)

ED 417 743 IR 056 970

Fairbanks, Gretchen, Comp.
Public Libraries in Louisiana Statistical Report, 1996.
PUB DATE- 96
NOTE- 44p.; Map contains very small print.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Directories; Library Circulation; Library Collections; Library Expenditures; Library Funding; Library Personnel; *Library Statistics; *Public Libraries; *Statistical Data; Tables (Data)
IDENTIFIERS- *Louisiana; *Parish Libraries

The purpose of this report is to provide a record of the development of the State of Louisiana's public libraries, to create an evaluation tool that is useful to local library administrators and trustees. With one exception, "Public Libraries in Louisiana: Statistical Report, 1996" is a summation of the annual reports submitted to the State Library by Louisiana's 65 public/parish libraries for the 12-month period covering January 1 through December 31, 1996. Libraries are listed in this report by legal service area populations in descending order. Included with the Introduction are three tables: Louisiana Public Library Statistics: Five Year Summary; National and State Selected Data and Rankings; and Automation Systems and Public Access Internet Workstations. Eight tables make up the body of the report: Libraries: General Information; Personnel; Collections; Circulation; Operating Income; Operating Expenditures; and Other Measures. The Louisiana Public Library Directory is included at the end. (AEF)

ED 417 744 IR 056 971

Warner, Alice Sizer
Budgeting: A How-To-Do-It Manual for Librarians. How-To-Do-It Manuals for Librarians, Number 79.
PUB DATE- 98
NOTE- 101p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Budgeting; *Budgets; Fees; Financial Support; Fund Raising; Library Administration; *Library Expenditures; *Library Funding; *Library Statistics; Operating Expenses; Resources

This manual for librarians offers both background information and practical advice on library budgeting. Seven chapters make up this book: (1) Numbers, Your Library, and You; (2) Kinds of Budgets; (3) Measuring Ourselves; (4) Alternate Resources: Grants and Endowments; (5) More Alternate Resources: Volunteers, Fund Raising; (6) Fees for Library Services; and (7) Living with the Budget. The basics of budgeting are covered, including how to: gather and talk about library "numbers"; best present financial data in various kinds of meetings; relate budgets to professional standards; package budget numbers for grant proposals and other fundraising activities; set, collect, and account for various fees and

(141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Mediated Communication; Computer Networks; Computer Simulation; *Computer Uses in Education; Cooperative Programs; Educational Technology; Elementary Secondary Education; Foreign Countries; Group Discussion; Second Language Learning; Virtual Reality; World Wide Web
IDENTIFIERS- *MOOs

The use of MOOs, multi-user simulated environments in education examined in three papers include: "MOOving around the Net: The Educational Potential of MOOs: A Point of View" (Daniel Ingvarson); "MOOing in a Foreign Language: How, Why and Who?" (Lonnie Turbee) and "MOOving around the Net: Real to Virtual and Back Again" (Ken Eustace). The first paper discusses features and benefits of MOOs, and their appearance based around specific subject areas for students. The second paper focuses on MOOs for foreign language learning, and includes tips and benefits of foreign language learning MOOs. The third paper discusses the effectiveness of the World Wide Web MOO for collaborative work over a wide area; the basic tools in the virtual classroom at AussieMOO are described. It also discusses how teaching methods can involve dialogue and collaborative work across the Internet. (AEF)

ED 417 766 JC 980 151

An Enrollment Audit of the Public Community and Technical Colleges.
PUB DATE- 97
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; *Cost Estimates; *Educational Finance; Enrollment; Error Correction; Error of Measurement; Error Patterns; Expenditures; *Financial Audits; Financial Policy; Financial Services; Money Management; Operating Expenses; *Public Colleges; School Accounting; *School Funds; Technical institutes; Two Year Colleges
IDENTIFIERS- *Texas

An August 1997 report from the Office of the State Auditor, this document contains the results of an enrollment audit of Texas' Public Community and Technical Colleges. It recommends that no adjustments be made to the Public Community and Technical Colleges' 1998-1999 biennial appropriations, due to the fact that the $7.7 million in errors identified by self-reported items and spring semester estimates fall below the allowable two-percent rate of error. Twenty-six colleges overestimated spring semester estimates by a total of $3,381,888, and 30 colleges underestimated spring semester estimates by a total of $1,827,022. In addition, 50 colleges informed the auditor of overreported items amounting to $2,500,761, and 1 college told of underreported items amounting to $15,981. The audit found that appropriations could be allocated more accurately if allocations were based on certified data, which could be accomplished by changing the base period or providing for a required adjustment after contact hours have been certified. Appendices include the objective, scope, and methodology, and a summary of self-reported errors and spring semester estimates. (YKH)

ED 417 767 JC 980 155

Information Analysis Products (071),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Academic Persistence; Articulation (Education); *College Curriculum; College Faculty; College Preparation; *College Role; *College Transfer Students; *Community Colleges; *Curriculum Evaluation; Data Collection; Educational Assessment; Educational Counseling; Educational Research; Information Systems; *Liberal Arts; Partnerships in Education; Services; Student Motivation; Transfer Policy; Two Year Colleges

Studies show that community colleges with more liberal arts courses have higher rates of transfer to four-year institutions than those with a less general curriculum. This paper surveys the research conducted on the community college collegiate function in order determine the influence of the liberal arts curriculum and student support services on student transfer and baccalaureate attainment. The liberal arts curriculum aids student transfer by contributing to academic preparation, which literature has deemed the most important factor in transfer success. Articulation agreements and faculty collaboration with four-year institutions are also integral aspects of transfer, along with student support services that provide information and counseling, periodic assessments, and efforts to increase motivation. However, lack of time, money, and technological capacity may cause difficulties in sustaining the collegiate function in community colleges. In addition, inconsistent means of measuring transfer and collecting data between schools make transfer assessment difficult. One way of strengthening the role of community colleges in higher education is to measure the contribution the liberal arts curriculum makes to the transfer function in terms of student academic competencies. The role of transfer arrangements and faculty collaboration between two- and four-year colleges on the collegiate function should also be explored. Contains 38 references. (YKH)

ED 417 785 JC 980 183

Byrne, Joseph P.
Honors Programs in Community Colleges: A Review of Recent Issues and Literature.
PUB DATE- 98
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; College Transfer Students; *Community Colleges; Curriculum Development; Educational Assessment; *Educational Objectives; General Education; *Honors Curriculum; Institutional Mission; Liberal Arts; Organizational Objectives; Program Descriptions; Program Development; Program Evaluation; Student Attitudes; *Student Needs; Teacher Attitudes; Two Year College Students; Two Year Colleges

This study, a synthesis of 51 published prescriptive essays and program reports from 1978 to 1997, follows the development of honors programs in comprehensive community colleges. Despite arguments that programs of this sort betray the institution's democratic imperative by implying academic elitism, diverting needed funds from developmental/remedial programs, and isolating the best students from the rest of the student body, the community college must serve the academic needs of the intellectually talented as well as those less so. Community colleges are now emphasizing quality education and providing preparation for transfer to four-year institutions, a trend

Education; Learning Problems; Personal Narratives; *Physicians; Student Evaluation; Theories
IDENTIFIERS- Physician Role; Waldorf Educational Theory; *Waldorf Schools

This paper draws on the nearly 20 years' experiences of a school doctor working with teachers at the Rudolf Steiner School in New York City to describe general principles of assessing child development in relation to educational progress. The paper contrasts the customary role of school doctors (related to conducting physical examinations for general physical health and sports purposes) with a role that also considers the psychological and spiritual aspects of children. The paper examines child development from four perspectives--physical, physiological, psychological, spiritual--maintaining that a comprehensive view of children needs to encompass these four perspectives in order to understand children's behavioral, learning, or social problems. Each perspective focuses on a different dimension and requires a different mode of observation. The paper explores how the Steiner approach focuses on teachers and doctors work together to build a bridge between the subjective psychological and spiritual areas and the objective physical and physiological areas. The threefold organization of the human body and the psyche is described along with its application to doctors and teachers working together to understand a child's specific difficulties and to potentially discover remedial, therapeutic insights. The paper concludes with a description of how the assessment of a student experiencing difficulty would be conducted within the Waldorf school setting. (KB)

ED 417 803 PS 026 351

O'Donnell, Nina Sazer
Early Childhood Action Tips.
SPONS. AGENCY- AT&T Foundation, New York, NY.; Carnegie Corp. of New York, NY.; Commonwealth Fund, New York, NY.; Charles A. Dana Foundation, New York, NY.; Kellogg Foundation, Battle Creek, MI.
PUB DATE- 98
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Child Advocacy; *Community Action; *Community Involvement; Community Role; Family Role; Government Role; School Role; *Well Being; *Young Children

In response to requests for information from people and organizations all over the United States on how to contribute to the healthy development of young children, the Families and Work Institute has gathered concrete suggestions from leaders in diverse fields into this booklet of action tips. This effort was undertaken to support the "I Am Your Child"/Early Childhood Public Engagement Campaign, and is part of a series of community mobilization tools and materials published by the Families and Work Institute. Some of the tips are simple and practical, geared to immediate results and designed to be acted on right away. Others are broader in scope and require more sustained effort. The tips can be used in a variety of ways: they can be localized, to include names and contacts of specific local programs or resources, and they can be shared in a variety of formats, for example mass media, targeted and primary education teaching profession in New Zealand. This paper examines the reasons for male underrepresentation and presents arguments for and against the employment of male teachers in these fields. Reasons cited for the dearth of male teachers include the media spotlight on allegations of sexual abuse of children; the stereotype of child care as women's work and labeling of men caregivers as homosexual or not "real men"; and the low wages, low social status, and small career structure within the field. Arguments in favor of increasing the number of male teachers in early childhood education relate to the impact of male teachers on children's activities, interactions, and learning; and men's need to be allowed to take responsibility for children and to be seen to be involved in children's care. Arguments against the employment of male teachers in early childhood relate to the possibility of child abuse, the ability of women to show masculine traits, and the tendency of male teachers to be principals-in-training. The paper concludes that the dearth of male teachers is a problems and that it should be addressed. Vigorous debate on the problem, facilitated by the media, is needed to challenge social views on the appropriateness of men as teachers of young children. Employers and training providers must join with policy makers and administrators to develop a nationally coordinated approach to obtaining and retaining male teachers. Contains 31 references. (KB)

ED 417 822   PS 026 382

Fontaine, Reid G.; Burks, Virginia Salzer; Dodge, Kenneth A.
The Mediating Effect of Sociomoral Judgments about Aggression on the Relation between Hostile Attributional Style and Antisocial Conduct.
SPONS. AGENCY- National Inst. of Mental Health (DHHS), Bethesda, MD.; National Inst. of Child Health and Human Development (NIH), Bethesda, MD.
PUB DATE- 98
NOTE- 25p.; Paper presented at the Biennial Meeting of the Conference on Human Development (15th, Mobile, AL, March 5, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Aggression; *Antisocial Behavior; *Attribution Theory; Cognitive Processes; *Early Adolescents; Elementary Secondary Education; Grade 9; Hostility; Longitudinal Studies; Mediation Theory; Moral Development; *Moral Values; Social Cognition; *Value Judgment
IDENTIFIERS- Externalization; Moderator Variables; Social Information Processing; Vignettes

This study examined how sociomoral judgments and other evaluations of aggression related to potentially aggressogenic social-cognitive factors and patterns of conduct problem behaviors. Participating were 124 ninth graders in the seventh, eighth, or ninth year of a developmental research project on social competence. Subjects were assessed across social cognitive dimensions after imagining themselves involved in interactions portrayed in six videotaped vignettes. Subjects responded to vignette-based questions representing sociomoral judgments and multiple components of social information processing. The findings indicated that: (1) sociomoral judgments about possible aggressive responses across varied social contexts consistently predicted externalizing problems; and (2) sociomoral judgments about aggression mediated the and Hispanic young children are much more likely to be poor than are white young children, and the young child poverty rate has increased fastest among Hispanics; (4) about one third of all poor young children live with married parents; (5) young children living in mother-only families are particularly vulnerable to the risk of poverty; (6) young children with well-educated parents are much less likely to be poor, but high school graduation is not enough to insure against poverty; and (7) over three-fifths of poor young children live in families in which at least one parent is employed. The report also notes that the most likely explanation for the decline in the official poverty rate between 1993 and 1996 is that a greater proportion of the population was employed. (HTH)

ED 417 841 PS 026 406

McClellan, Diane, Ed.
The MAGnet Newsletter on Mixed-Age Grouping in Preschool and Elementary Settings, 1992-1997.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 71p.; Some issues printed on colored paper.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Annotated Bibliographies; At Risk Persons; Bullying; *Class Organization; Classroom Environment; Continuous Progress Plan; Elementary Education; Elementary School Students; *Grouping (Instructional Purposes); *Mixed Age Grouping; *Multigraded Classes; Newsletters; *Nongraded Instructional Grouping; Nontraditional Education; Parent Participation; Parent Teacher Cooperation; Parent Workshops; Piagetian Theory; Preschool Children; Preschool Education; Resource Materials; Teaching Methods
IDENTIFIERS- Caring; Looping (Teachers)

These 11 newsletter issues provide a forum for discussion and exchange of ideas regarding mixed-age grouping in preschool and elementary schools. The October 1992 issue focuses on the mixed-age approach as an educational innovation, defines relevant terms, and presents advice from Oregon teachers on teaching mixed-age groups. The March 1993 issue discusses: how children learn to care for the needs of others; preparing the environment for mixed-age grouping; and communicating with parents and visitors. a Multi-Age Classroom Observation Guide is also presented. The October 1993 issue discusses applying Piagetian theory to the mixed-age classroom; identifies the support needed to institutionalize mixed-age primary level classes; provides cautions for caregivers of mixed-age groups; and discusses use of parent workshops on the whole-language multi-age classroom. The Spring/Summer and Fall/Winter 1994 issues address student assessment in mixed-age classrooms and highlight the approach taken in individual programs. The Spring/Summer 1995 issue discusses implementing the mixed-age classroom and the benefits of mixed-age grouping. The Fall/Winter 1995 issue introduces the concept of looping and its advantages and disadvantages. The Spring/Summer 1996 issue focuses on using mixed-age grouping for at-risk students. The Fall/Winter 1996 issue examines how mixed-age grouping helps children develop social skills and a sense of belonging, and the potential risks of mixed-age grouping. The Spring/Summer 1997 issue deals with the risk of bullying in mixed-age groups.

by Teaching Strategies, Inc.
LANGUAGE- English; Spanish
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Day Care; *Infant Care; *Infants; Learning Activities; Parent Materials; Preschool Education; *Toddlers
IDENTIFIERS- *Day Care Quality; *Parent Caregiver Relationship; Program Characteristics; Quality Indicators

Information on how warm and responsive care can help shape infants' and toddlers' development and their ability to learn can be reassuring for concerned parents. This guide, in English and Spanish versions, presents quality child care as a partnership between the child caregiver and the parents with the primary goal of benefiting the child. The booklet describes procedures taken to ensure the child's safety in the child care setting, including accident prevention procedures, planning for emergencies, and helping children become aware of safety. The booklet also describes child care actions to prevent health problems, such as health screening, checking for good health practices, handling illnesses when they occur, and teaching good health practices. The booklet outlines what and how children learn and how caregivers/teachers and parents can work together. A section on learning through daily activities presents the types of everyday activities parents can expect in the child care setting, including toy play, art, imitating and pretending, stories and books, tasting and preparing food, sand and water play, music and movement, and outdoor play. The booklet concludes with a list of curricular and parent resources. (KB)

ED 417 860 PS 026 438

Grotberg, Edith H.
Resilience and Culture/Ethnicity Examples from Sudan, Namibia, and Armenia.
PUB DATE- 96
NOTE- 11p.; Paper presented at the Annual Convention of the International Council of Psychologists (55th, Padua, Italy, July 21-23, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Child Rearing; *Children; Coping; *Cultural Differences; *Cultural Influences; Foreign Countries; Mental Health; Parent Child Relationship; Parenting Skills; *Personality Traits; *Resilience (Personality)
IDENTIFIERS- Armenia; Ethnic Differences; *International Resilience Project; Namibia; Sudan

This study examined cultural/ethnic similarities and differences in ways to promote resilience in children identified in the International Resilience Research Project (IRRP), focusing on Sudan, Namibia, and Armenia. Child resilience was assessed through the child's responses to a hypothetical situation in which a child is teased and frightened by older students and then tells her mother she is ill and cannot attend school. Findings indicated that there were cultural similarities and differences in resilience promotion. Sudanese parents encouraged a sense of autonomy and confidence, Namibian parents expressed love but stressed the need to be responsible, and Armenian parents provided a loving trusting relationship,

ED 417 878   RC 021 424

Caudell, Lee Sherman, Ed.; Kneidek, Tony, Ed.
Northwest Education, 1996-1997.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 97
NOTE- 233p.; Contains photographs and some colored inks and papers that may not reproduce adequately. The premier issue was also processed separately, see ED 396 895. Selected individual articles processed for CIJE, see RC 512 439-453 and RC 512 461-473.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Administrator Attitudes; Bilingual Education; *Charter Schools; Early Childhood Education; *Educational Practices; Educational Research; *Educational Strategies; *Educational Trends; Elementary Secondary Education; Higher Education; Hispanic Americans; Migrant Education; Professional Development; *Teacher Education
IDENTIFIERS- *Alternative Assessment; Developmentally Appropriate Programs; Hispanic American Students; Middle School Students; Teacher of the Year; *United States (Northwest)

This document consists of the first six issues of the new quarterly serial "Northwest Education". Each issue has a theme title and typically consists of an opening review article on current trends and research related to the theme, followed by articles on exemplary schools or programs in the Northwest, promising practices, master teachers, or opinions of education leaders. Theme issue titles are: (1) "The Hispanic Child"; (2) "Mid Kids: Learning in the Middle Years"; (3) "Assessment in Action"; (4) "The Early Years: Making Learning Fun"; (5) "Charter Schools: Education Leaders Voice Their Views"; and (6) "Teaching in the 21st Century." Issues also include reviews of books, videotapes, teaching materials, and professional development materials; contact information for resources and technical assistance; short program profiles; letters to the editor; and hot topics from educational listservs. (SV)

ED 417 879   RC 021 429

Prucha, Francis Paul
The Churches and the Indian Schools, 1888-1912.
PUB DATE- 79
NOTE- 290p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060)
DESCRIPTORS- *American Indian Education; Catholic Schools; *Catholics; Court Litigation; Educational History; Elementary Secondary Education; Federal Aid; *Federal Indian Relationship; Federal Legislation; Politics of Education; *Protestants; *Public Policy; *Religious Conflict; Religious Education
IDENTIFIERS- *Mission Schools

This book is about conflict between Protestants and Catholics over Indian mission schools in the late 19th and early 20th centuries. In the late 19th century, American Indian policy was dominated by Protestant humanitarian organizations that sought to Americanize the Indians in terms of the evangelical Protestant heritage from which the reformers came. The system of Catholic mission schools on Indian reservations was seen as a major obstacle to the development of a universal Indian school system maintained by the federal government. The effectiveness of distance education delivered via interactive video telecommunication. Advantages and disadvantages of three types of interactive video--telephone linkage, end-to-end fiber optic digital transmission, and satellite broadcasts--are briefly discussed. Prebroadcast activities include scheduling use of broadcast facilities, clarifying costs and set-up time, arranging technical assistance, announcing the broadcast, distributing information packets and worksheets, and materials preparation. Planning time for distance learning equals two classroom preps. Broadcast practices include establishing ground rules, demonstrating use of equipment, and acting naturally. Everything takes longer over distance education, so the instructor must slow down and be patient. Allow one-third to one-half of class time for participant interaction. Eighty per cent of a message is nonverbal, so facial expressions and body language should be positive. Three strategies that prompt group participation are "pair and share," an instant review worksheet, and a problems and solutions chart. For effective postbroadcast follow-up, mail promised materials as soon as possible, grade papers and comment on assignment before the next broadcast, respond to questions by mail or phone to let questioners know they were heard, and evaluate after each session and use participants' input for the next broadcast. Two successful distance education programs in rural Montana are described: a 2-year master's degree in curriculum and instruction, and professional training to implement inclusive education for special needs students. (TD)

ED 417 895 RC 021 449

Lewis, Jamie B.; deMarrais, Kathleen Bennett; Prater, Greg
Teaching Navajo Bilingual Special Education Students: Challenges and Strategies.
PUB DATE- 98
NOTE- 9p.; In: Coming Together: Preparing for Rural Special Education in the 21st Century. Conference Proceedings of the American Council on Rural Special Education (18th, Charleston, SC, March 25-28, 1998); see RC 021 434.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *American Indian Education; *Bilingual Education; Culturally Relevant Education; *Educational Needs; *Educational Strategies; Elementary Secondary Education; Limited English Speaking; *Navajo (Nation); Reservation American Indians; Rural Education; *Special Education Teachers; Teacher Education; Teaching Experience
IDENTIFIERS- *Bilingual Special Education

Native American students are often placed in special education programs because their English is poor, they are unprepared for an unfamiliar environment, and traditional classrooms do not accommodate their strengths and needs. The lack of Native American special education teachers at reservation schools compounds these difficulties. Three elementary and middle school special education teachers in a remote Arizona Navajo community were interviewed concerning the ways they worked with their students. All three teachers identified language as a barrier in working with the students, both because the Navajo students had limited English proficiency and because the two Anglo teachers only spoke English. None of the teachers had preservice or inservice education related to working with bilingual children. Difficulties with the English language were mistaken for learning disabilities. The strategies that the students, effects on teaching practice, and needed supports. The educators felt that inclusion was the right thing to do and was working; class size and group focus was a challenge; support was needed from special education staff; both disabled and nondisabled students benefited from inclusion; specific teaching strategies had been developed, but grading and individual educational programs were a concern; and training and technical assistance were needed. The findings suggest that rural secondary educators are willing to include students with severe disabilities in content area classrooms, but that more research is needed to identify appropriate learning strategies. Contains 18 references. (SAS)

ED 417 912 RC 021 466

Morgan, Robert L.; Whorton, James E.; Cruzeiro, Patricia A.
Who's in Charge Here? Leadership in Rural Special Education.
PUB DATE- 98
NOTE- 7p.; In: Coming Together: Preparing for Rural Special Education in the 21st Century. Conference Proceedings of the American Council on Rural Special Education (18th, Charleston, SC, March 25-28, 1998); see RC 021 434.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrator Attitudes; *Administrator Role; *Educational Practices; Elementary Secondary Education; Instructional Leadership; Leadership Responsibility; *Mainstreaming; *Principals; Questionnaires; Rural Education; School Surveys; *Small Schools; *Special Education
IDENTIFIERS- Nebraska; South Dakota; Wyoming

Inclusionary schools occur through purposeful leadership, and the principal is the key to lead others through the process of change. This pilot study surveyed 155 principals of small rural schools in Nebraska, South Dakota, and Wyoming to gather information about the ways in which principals administer special education programs in their buildings. The principals responded to a 42-item survey questionnaire on a 5-point scale. The questions assessed the extent of the principal's involvement in various administrative, evaluative, and supportive tasks related to special education. Four tables break down the administrative positions of participants, position by highest degree, position by number of special education courses completed, and percentage of time spent in selected activities. A final table presents number of responses, mean score, and standard deviation for each questionnaire item. Results indicate that these principals are incorporating learners with disabilities within the leadership functions listed. The complete questionnaire is included. (SAS)

ED 417 913 RC 021 467

Lasseter, David J.; Ryndak, Diane Lea
A Discussion of the Roles of Institutions of Higher Education in Meeting the Needs of Schools in Rural Areas.
PUB DATE- 98
NOTE- 9p.; In: Coming Together: Preparing for Rural Special Education in the 21st Century. Conference Proceedings of the American Council on Rural Special Education (18th, Charleston, SC, March 25-28, 1998); see RC 021 434.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

life projects in computer science, engineering, physics, chemistry, biology, and mathematics; overcoming stereotypic and irrational beliefs, socialized feelings, and attitudes that have a negative impact on women's selection of careers; and evaluating the project's success through the development of a guidebook on the implementation of the program so that it can be replicated. Appendices contain daily activities schedule, description of project activities, information for teachers, evaluation form, student and parent materials, and project specific measures. (Contains 25 references and 7 tables.) (DDR)

ED 417 930 SE 061 111

Portapark.
PUB DATE- 97
NOTE- 110p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Conservation Education; Curriculum Enrichment; *Ecology; Educational Games; Elementary Education; *Environmental Education; Experiential Learning; Field Trips; Hands on Science; Instructional Materials; Interdisciplinary Approach; Learning Activities; *Outdoor Education; Science Education; Waste Disposal; *Wildlife
IDENTIFIERS- Stewardship

It is not always easy to get a naturalist to visit schools and it is often difficult to transport school groups to a state park. Hence, the Ohio Department of Natural Resources (ODNR) Division of Parks and Recreation developed Portapark to provide teachers with educational activities, techniques, and ideas. These activities are aimed specifically at the elementary grade levels, but are adaptable to other age groups and situations. They are designed to be interactive, hands-on, multisensory, and interdisciplinary and each activity is designed to meet a stated educational objective. Activities cover such themes as protective coloration, alternative uses for items, trash, environmental stewardship, nature's interdependencies, and adaptations. The packet begins with presentation ideas to help teachers understand important points for teaching in a natural setting. An activities overview section describes the format and offers tips for personalizing the activities. The activities section contains 13 activities, each of which includes a stated purpose, a materials list, activity ideas, and discussion questions. Activity extenders offer ideas to add to an activity when the activity hasn't filled the available time or when students could use a quick exercise to reinforce a previous lesson. These include games and trivia cards. The final section describes ideas for class projects, some of which can be extended for several weeks or throughout the year. (PVD)

ED 417 931 SE 061 139

Gresham, Gina; Sloan, Tina; Vinson, Beth
Reducing Mathematics Anxiety in Fourth Grade "At-Risk" Students.
PUB DATE- 97
NOTE- 52p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Calculators; Cooperative Learning; Decimal

Education
IDENTIFIERS- National Science Foundation

This data brief contains statistics on graduate enrollment of women and minorities in science and engineering. The data is presented in three charts that provide information on the number of graduate students in science and engineering by sex from 1980-96, minority graduate enrollment in science and engineering by race and ethnicity of U.S. citizens and permanent residents from 1989-96, and change in graduate enrollment by sex, citizenship, and race/ethnicity of U.S. citizens and permanent residents from 1995-96. (DDR)

ED 417 952 SE 061 258

Korpan, Connie A.; Bisanz, Gay L.; Bisanz, Jeffrey; Lynch, Mervyn A.
CHARTS: A Tool for Surveying Young Children's Opportunities To Learn about Science Outside of School.
SPONS. AGENCY- Canadian Social Science and Humanities Research Council, Ottawa (Ontario).
PUB DATE- 98
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Research/Technical (143)
DESCRIPTORS- Concept Formation; Elementary Education; Foreign Countries; *Interviews; Learning Strategies; Parents as Teachers; Preschool Education; *Prior Learning; *Science Activities; *Science Education
IDENTIFIERS- Canada

This report opens with a review of how two structured interview protocols that identify the nature and scope of children's science-related activities outside of school were developed. The interview procedures are known as Community and Home Activities Related To Technology and Science (CHARTS) with the preschool version known as CHARTS/PS and CHARTS/SA for school age children. Foundational research has prompted revision of the preschool version involving questions about a wider range of activities. The purpose of this report is to make the modified preschool version of the interview available to researchers with similar interests. A discussion of the original interview, major modifications made to it, and suggestions on how to modify the procedures for different research purposes are included. Contains 14 references. The survey instrument and the interview are appended. (DDR)

ED 417 953 SE 061 260

Dossey, John A., Ed.
Confronting the Core Curriculum: Considering Change in the Undergraduate Mathematics Major. Proceedings of the West Point Core Curriculum Conference in Mathematics (West Point, New York, April 23-24, 1994). Notes 45.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 98
NOTE- 182p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Core Curriculum; *Course Organization; Higher Education; Mathematical Concepts; *Mathematics Education; *Required Courses; *Undergraduate Study

This document contains the proceedings of a conference held at

ED 417 974 SE 061 306

Kesselheim, Craig

The Assistance Relationship between Content-Specialist Science Facilitators and Their Constituent Teachers.

PUB DATE- 98

NOTE- 16p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (71st, San Diego, CA, April 19-22, 1998).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Educational Change; Educational Innovation; Educational Strategies; Elementary Secondary Education; *Inservice Teacher Education; *Knowledge Base for Teaching; *Mentors; *Partnerships in Education; Professional Development

This study describes the assistance relationships between teachers engaged in school-based education reform and the full-time facilitators hired to provide their training and support. The model that supplies these facilitators to Maine's Beacon Center schools is unique in combining three important design factors: (1) the science content expertise of the facilitators; (2) the duration of their time on site; and (3) the intensity of the assistance which they were able to provide. This study investigates the perceptions of both facilitators and their constituent teachers regarding the usefulness of the assistance provided as well as the reported impact of facilitators' assistance on teachers' science practices. Findings indicate that assistance provided to teachers who are engaged in reform should be situation-specific and that facilitators should have both content and pedagogical knowledge and be able to provide support in both areas. Contains 67 references. (DDR)

ED 417 975 SE 061 307

Mayer, Naomi; Kight, Cindy

Umm...I Think: Student Formulated Conclusions to Science Activities.

PUB DATE- 98

NOTE- 10p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (71st, San Diego, CA, April 19-22, 1998).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Action Research; *Concept Formation; Foreign Countries; Grade 1; *Hands on Science; *Integrated Curriculum; Learning Strategies; Primary Education; Professional Development; *Science Activities; Science Education; Writing Across the Curriculum

IDENTIFIERS- Japan

This paper describes a collaborative research project conducted by two first grade teachers. The project focuses on the use of hands-on science activities and the relationship between a teacher and a mentor teacher. An integrated curriculum with science as the central theme is employed and further developed through the joint efforts of the two teachers. Data collected consisted of student interviews, a student survey, and student science journals. Findings contribute to an understanding of oral language ability versus written language ability, the effect of an inadequate scientific vocabulary on science

EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Citizenship Education; Elementary Secondary Education; Evaluation; Inservice Education; *School Community Programs; *School Community Relationship; *Service Learning; Teacher Education; *Training Methods

This workbook is designed to introduce service learning practitioners to the evaluation process and to help practitioners generate a local support network. The design portion guides the practitioner through a self-directed study for their own program and is formatted for use with or without a formal training session. The workbook is divided into two parts of three sections each. What follows is a list of 22 resources that assists users in doing research, particularly qualitative studies. Part 1 guides production of a needs analysis which defines information to be gathered, the audience who will use the information, and expected outcomes of using the information. A formal study plan is then written using the needs analysis in part 2. Two appendices provide additional tools for prioritizing study questions and determining the method of collecting and organizing data. Part 2 also provides workbook examples and a sample plan to stimulate thinking. The final section of the workbook reports actual workshop results. (EH)

ED 417 998 SO 027 765

McClelland, Averil Evans
The Education of Women in the United States: A Guide to Theory, Teaching, and Research. Garland Reference Library of Social Science Volume 551. Source Books on Education Volume 23.
PUB DATE- 92
NOTE- 227p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - Serials (022),Reference Materials - Bibliographies (131)
DESCRIPTORS- *Access to Education; *Females; Higher Education; Sex Bias; United States History; *Womens Education; Womens Studies

The bibliography presented in this book introduces the reader to the general subject of the education of girls and women in the United States, with some reference to historical antecedents in western civilization beginning with the ancient Greeks. The bibliography is intended as a guide for further study of the significance of gender for females in schools and other educational settings. The bibliography represents the literature on women's education and is organized first by theme and then chronology. The book is divided into three parts with eight chapters. Part 1, "Foundations for a Study of the History of Women's Education," offers the chapters: (1) "European Themes in the Education of Women"; and (2) "Themes in Women's Education in the United States." Part 2, "Educating Women for a Purpose," contains: (3) "Education for Hearth and Home"; (4) "Education for Paid Work"; (5) "Education for Civic Responsibilities and Action"; and (6) "Defining the Educated Woman." Part 3, "Women Making History in Education," includes: (7) "The Search for Equity in Education"; and (8) "New Directions in Education: Gender as a Focus of Inquiry." (EH)

ED 417 999 SO 027 966

Smart Spending and Saving: Personal Finance Economics 3-5. Teacher Resource Manual. EconomicsAmerica.
PUB DATE- 97
NOTE- 108p.; For related manuals, see SO 028 428-431.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Capitalism; *Decision Making; Economic Change; Economic Climate; *Economics; *Economics Education; Elementary Education; Free Enterprise System; *Investment; *Microeconomics; *Social Studies; Teaching Guides
IDENTIFIERS- *Personal Finance

This book is designed to help students in grades 3-5 make better decisions as spenders, savers, borrowers, and managers of money. The learning experiences focus on personal finance and money management. The 10 lessons are divided into 4 units focusing on children making spending decisions, saving decisions, borrowing decisions, and money management decisions. Lesson titles include: (1) "Decisions! Decisions! Decisions!"; (2) "To Choose Is to Refuse"; (3) "Vinnie's Pizza Parlor"; (4) "Why Do I Want All This Stuff?"; (5) "The Grasshopper and the Ant"; (6) "Jeff's Big Decision"; (7) "Why? How? Where?"; (8) "Credit Is Based on Trust"; (9) "Buddy Can You Spare a Dime?"; and (10) "The Road to Satisfaction." Contains a 40-item glossary of economics terms. (EH)

ED 418 019 SO 028 430

Forgue, Raymond E.; Randolph, Beth; Farley, Mary Ann
Money in the Middle: Personal Finance Economics 6-8. Money in the Middle. Teacher Resource Manual. EconomicsAmerica.
PUB DATE- 96
NOTE- 134p.; For related manual, see SO 028 428-431.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Capitalism; *Decision Making; Economic Change; Economic Climate; *Economics; *Economics Education; Free Enterprise System; Intermediate Grades; *Investment; Junior High Schools; *Microeconomics; Middle Schools; Social Studies; Teaching Guides
IDENTIFIERS- *Personal Finance

This book is designed to help students in grades 6-8 make better decisions as spenders, savers, borrowers, and managers of money. The learning experiences focus on personal finance and money management. The 10 lessons divided into 4 units include: (1) "Check It Out"; (2) "Party Planners"; (3) "What Would You Do?"; (4) "M&M Interesting"; (5) "The Great Millionaire Race"; (6) "Purchasing Power (Cash vs. Credit)"; (7) "Savers, Bankers, and Borrowers"; (8) "Who Gets the Money?"; (9) "What Works for Us!"; and (10) "At the Margin: Education Pays!" (EH)

ED 418 020 SO 028 431

Bishop, Janet H.; Mackey, Deborah; White, Vickie L.
Wallet Wisdom: Personal Finance Economics, 9-12. Teacher Resource Manual. EconomicsAmerica.
PUB DATE- 96

(Joan P. Juliette); (12) "The Scope of Physical Geography" (Michal LeVasseur; R. S. Bednarz); and (13) "Putting Geography to Work: Leading Students Down Career Paths" (R. Denise Boehm; Richard G. Boehm). (EH)

ED 418 041 SO 028 730

Betts, Jeanette Gardner, Ed.; Hardwick, Susan W., Ed.; Hobbs, Gail L., Ed.
Santa Barbara and California's Central Coast Region: Images and Encounters. A Pathways in Geography Resource Publication No. 15.
PUB DATE- 96
NOTE- 98p.; Prepared for the meeting of the National Council for Geographic Education (81st, Santa Barbara, CA, November 13-16, 1996).
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Community; *Geographic Concepts; *Geographic Location; *Geography; *Geography Instruction; Global Education; Local History; Secondary Education; Social Studies; State History
IDENTIFIERS- *California (Central Coast Region); *California (Santa Barbara)

This annual meeting site guide is the fourth to be published by the National Council for Geographic Education as part of the "Pathways in Geography" series. The chapters illustrate some of the interactions between people and place that have helped shape the Santa Barbara (California) region over the centuries. The book includes an introduction by the editors and nine chapters written by various authors. The final chapter of the book contains five learning activities which focus on some aspect of California geography. Chapters include: (1) "Santa Barbara, California: An Unauthorized Biography of an Image" (Thomas Herman); (2) "California Missions: The Early Years" (David Hornbeck); (3) "California Population" (William Bowen); (4) "Physical Landscape" (Joel Michaelsen); (5) "The San Andreas Fault" (Antony R. Orme); (6) "Santa Barbara's Water Resources" (Kate Rees, Editor); (7) "Agricultural Patterns in Ventura County's Heartland" (Chris Mainzer); (8) "Wines of Santa Barbara County: A Geographic Perspective" (Vatche P. Tchakerian; Robert S. Bednarz); and (9) "The View from Paradise: Problems and Prospects of the California Central Coast" (William C. Halperin; Lisa Knox Burns). (EH)

ED 418 042 SO 028 733

Briggs, Patricia; Migliorino, Laura E.
Artists and Curators as Collaborators: Developing a New Practice of Exhibition.
PUB DATE- 97
NOTE- 14p.; Paper presented at the Annual Meeting of the College Art Association Meeting (85th, New York, NY, February 12-15, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Artists; Collegiality; *Cooperation; Cooperative Programs; Cultural Centers; *Exhibits; Higher Education;

providing examples of authentic assessment tasks that reflect ways to evaluate preservice teacher growth and progress. The paper discusses how Kentucky's eight new teacher standards specifically address learner diversity and allow for enhanced examination of topics of diversity in all courses. It examines the standards' effects on the structure and content of the teacher education program, emphasizing how they have affected the way that instructors address learner diversity with preservice teachers. The teacher education program's transformation process included several collaborative efforts, including retreats and brown bag lunches for departmental faculty to analyze the standards, identify core course objectives, and develop authentic assessment tasks related to performance criteria for each standard. The program emphasizes collaboration through field experiences in area schools as inservice teachers and college faculty collaborate to assess students. Attachments include Western Kentucky University's secondary education essential course content and information on integrating the standards into secondary courses. (Contains nine references.) (SM)

ED 418 061 SP 037 851

Jablonski, Ann M.
Learning To Teach by Teaching: The Preparation of Post-Baccalaureate Candidates for Elementary Teaching through a Year-Long Mentored Internship.
PUB DATE- 92
NOTE- 31p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (72nd, Orlando, FL, February 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College School Cooperation; Elementary Education; Elementary School Teachers; Graduate Study; Higher Education; *Internship Programs; Knowledge Base for Teaching; *Mentors; Partnerships in Education; Preservice Teacher Education; Program Development; *Self Efficacy; *Student Teacher Attitudes; Teacher Certification; Teacher Competencies; *Teaching Skills; Urban Schools
IDENTIFIERS- Fordham University NY

The purpose of this paper is twofold: to describe the revision of an experimental preservice teacher education program at Fordham University (New York) and to report the level of interns' perceived self-efficacy at the end of the summer instructional training laboratory. The method for revising the design of the Internship Fellowship Program using Checkland's "soft" system analysis is discussed. The revised conceptual model incorporates an instructional training laboratory (ITL) during the first summer, a year-long full-time teaching internship, full-time mentors who work with the interns and objective observation instruments to measure teaching competency. Results of levels of perceived self-efficacy for component teaching skills are reported for interns who successfully completed the ITL. Levels of self-efficacy for teaching skills are highest for classroom observations skills and teaching performance skills. Lower levels of perceived self-efficacy are found for record-keeping, standardized test administration skill and classroom management skill. (Contains five figures and three tables.) (AA) controls on standardized measures, there was no difference between groups. (Contains 30 references and 4 tables.) (SM)

ED 418 078 SP 037 869

Steffens, Charlie; Gorin, Spencer
Learning To Play, Playing To Learn. Games and Activities To Teach Sharing, Caring, and Compromise.
PUB DATE- 97
NOTE- 233p.; Illustrations by Spencer Gorin. Foreword by Dennis Embry.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Aggression; Child Behavior; Children; *Childrens Games; Competition; Elementary Education; Family Environment; *Interpersonal Competence; *Play; Playground Activities; Recreational Activities; Student Attitudes; Student Behavior; Students
IDENTIFIERS- *Nonviolence

This book demonstrates that therapeutic play can provide a solution to contemporary socialization problems. It provides a selection of games and activities that teach children about living in the world through the dynamics of play. Section 1, "Introduction," defines "play" and the philosophy and rules behind a healthy play program. Section 2, "Creative Play," focuses on finding ways to make established games more interesting to children (e.g., by picking multiple "its" or varying scoring ability among players to make standard games less competitive and more cooperative). It also provides tested games that can help children learn that people are the most important part of any game. Section 3, "Compassionate Play," includes various activities to help children develop trust in others and themselves. The games help children understand the importance of trust in accomplishing goals and having a sense of community. Many of the games are founded on logic and help children change their perceptions. Section 4, "Soft Aggression," introduces soft aggressive play after children have established that they can play together in a healthy fashion. The activities help transition children into more active games and allow them to find better solutions to conflict and other problems that can occur with more action and intensity. The book also presents learning-to-play tips for the classroom, discusses the role of play in education, and describes learning to play at home. (Contains 16 references.) (SM)

ED 418 079 SP 037 870

Zakkai, Jennifer Donohue
Dance as a Way of Knowing.
PUB DATE- 97
NOTE- 152p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Class Activities; *Creative Expression; Creativity; *Dance Education; Elementary Education; Elementary School

NOTE- 87p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Persistence; *Educational Finance; *Higher Education; Part Time Employment; *Part Time Students; *Paying for College; Public Schools; Student Attrition; *Student Costs; Student Employment; Student Financial Aid; Student Loan Programs; Student Needs; Two Year Colleges; *Undergraduate Students; Withdrawal (Education)

This report examines the postsecondary financing strategies of undergraduates, describing how they combine work, borrowing, and attendance to support their postsecondary enrollment and examines the relationship between various financing strategies and students' persistence in postsecondary education. The report uses data from the 1992-93 National Postsecondary Student Aid Study and the Beginning Postsecondary Student Longitudinal Study. Although undergraduate tuition, room, and board have been rising rapidly, the opportunity costs associated with not receiving postsecondary training have also increased. Faced with the challenge of financing their enrollment, students have increasingly opted to work, borrow, or attend part-time. Most undergraduates work while enrolled. In 1992-93, 72% of undergraduates worked, and they worked intensively, averaging 31 hours a week and 88% of the months they were enrolled. Students at public 2-year institutions were most likely to work and worked the most hours per week and the greatest percentage of their enrollment. In 1992-93, 18% of undergraduates borrowed through student loan programs, with those at private not-for-profit and for-profit 4-year colleges most likely to borrow, at 34% and 42% respectively. Forty-one percent of undergraduates enrolled exclusively full time in the 1992-93 school year, and 43% enrolled exclusively part-time. Again, students in 2-year public institutions were more likely to enroll exclusively part-time. Among students who worked while enrolled in 1992-93, there was a negative association between average hours worked per week and full time attendance. How students combined work, borrowing, and attendance varied by institution type. After controlling for work, borrowing, attendance status, and other factors considered related to persistence, working 34 hours or more per week and attending part-time were negatively associated with persistence in school and borrowing was positively associated with persistence. Appendixes contain a glossary, notes on the analysis sample, and other technical notes. (Contains 16 tables and 7 figures.) (SLD)

ED 418 098 TM 028 192

Examination Systems in Small States. Pan-Commonwealth Workshop Report (Bridgetown, Barbados, May 6-10, 1996).
PUB DATE- 96
NOTE- 59p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Assessment; Equal Education; *Foreign Countries; Government Role; Government School Relationship; Mastery Tests; *National Competency Tests; *Secondary Education; Standardized Tests; Testing Problems; *Testing Programs
IDENTIFIERS- British Commonwealth; *Commonwealth of Nations;

ED 418 115 TM 028 209

Leighton, Mary S.; Mullens, John E.; Turnbull, Brenda; Weiner, Lisa K.; Williams, Angela S.
Measuring Instruction, Curriculum Content, and Instructional Resources: The Status of Recent Work. Working Paper Series.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 95
NOTE- 162p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Computer Uses in Education; Content Analysis; *Course Content; *Data Collection; Educational Change; *Educational Research; Educational Technology; Elementary Secondary Education; *Instructional Effectiveness; Instructional Materials; *Resources; Tables (Data)
IDENTIFIERS- National Center for Education Statistics; *Opportunity to Learn

The four papers in this volume are four parts of a series on the status of recent work on measuring instruction, curriculum content, and instructional resources. These papers are intended to identify aspects of instruction, to analyze the approaches used in several leading studies, and to describe the implications of recent work for National Center for Education Statistics (NCES) data collection efforts. The first paper, "Measuring Instruction: The Status of Recent Work," by Mary S. Leighton, considers the role of instruction in "opportunity to learn" and attempts to assess instruction as part of "opportunity to learn." Implications of recent efforts to assess instruction for NCES data collection are discussed. The second paper, "Measuring Curriculum Content: The Status of Recent Work," by Mary S. Leighton and John E. Mullens considers validating national curriculum indicators and educational reform in curriculum. "Measuring Instructional Resources: The Status of Recent Work" by John E. Mullens, Lisa K. Weiner, Angela S. Williams, and Mary S. Leighton considers instructional materials and equipment, including computer-related educational technology. The final paper, "Measuring Opportunity To Learn: Advancing the State of the Art," by Mary S. Leighton, Brenda J. Turnbull, and John E. Mullens, discusses NCES studies of "opportunity to learn," focusing on elementary and secondary education, eighth-grade mathematics, fourth-grade language arts, and U.S. History. Each paper contains references. (Contains 13 tables and 2 exhibits.) (SLD)

ED 418 116 TM 028 210

Janda, Louis H.
Psychological Testing: Theory and Applications.
PUB DATE- 98
NOTE- 455p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Ability; Clinical Psychology; Counseling Psychology; *Diagnostic Tests; Intelligence Tests; Neuropsychology; Personality Measures; Psychological Evaluation; *Psychological Testing; Psychometrics; *Student Evaluation; Tables (Data);

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; Affective Behavior; *Age Differences; *Cognitive Processes; *Creativity; Educational Theories; Experience; Foreign Countries; Productivity; Secondary Education; *Secondary School Students; Teaching Methods; Test Construction; Test Reliability; Test Validity; Thinking Skills
IDENTIFIERS- *Mental Representation; *Mindies

The objective of this study was to find variables that are related to creativity and customary productivity dynamically. The subjects were 86 pupils of a secondary comprehensive school differentiated into age groups of 13, 14, 15, and 16 in southern Finland. Three tests and a matrix questionnaire were constructed for the variables. The data were obtained during school lesson time. The reliabilities and validities of the measures were examined in classic and novel ways. The overall coefficients were rather satisfactory. The expectation constructed for the relationships of the variables was partially corroborated. The least square fit indicated that variables followed a relationship expressed as an equation. The main variables that had the greatest interaction with creativity were reasoning, well-being, and cognitive organization, in that order. Customary productivity was joined with primitive and depressive affects most powerfully. Results suggest theoretical implications for changing the conservative nature of education and didactics. (Contains three tables, one figure, and two references.) (Author/SLD)

ED 418 135 TM 028 229

Laasonen, Raimo J.
An Educational Angle at Social Mindies, Interaction with Social Environment, Private and Public Behavior in the Age of 13-16.
PUB DATE- 98
NOTE- 36p.; For related documents, see TM 028 226-231.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; *Age Differences; *Behavior Patterns; *Cognitive Processes; Creativity; Educational Theories; Experience; Foreign Countries; Interaction; Secondary Education; *Secondary School Students; *Social Environment; Teaching Methods; Test Construction; Test Reliability; Test Validity
IDENTIFIERS- Croupier Process; Mental Representation; *Mindies

The objective of the study was to explore how social mindies or the process social units of mind, social interaction, and private and public behavior are related in the time interval between 13 and 16 years of age. A "mindy" is a unit process of mind constructed through using a mental shape as a sketch for mindy processing. A social mindy is a mindy that channels social interaction into a conservative rut. Conservatism of social interaction produces a divergence from public and private behavior during the years from 13 to 16. The subjects were 106 secondary comprehensive school students in Finland. An axiom of mindy was constructed based on results of previous studies, and a hypothesis was derived from the axiom. Three questionnaires were constructed for variables other than the social mindies, which were measured with a developed test. The reliability and validity of the measures were evaluated. The dynamic evaluation included an application of the Bayes tree for the calculation of conditional probabilities. The hypothesis was not corroborated and the results seemed merely serendipitous. Results indicate the existence of a trim effect and dicausalities between the variables. In addition, results

Performance? Working Paper Series.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 96
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Educational Assessment; Elementary Education; Literature Reviews; Longitudinal Studies; National Surveys; *Research Design; *Student Evaluation; *Teacher Attitudes; Teacher Expectations of Students; *Test Construction
IDENTIFIERS- Accuracy; *Early Childhood Longitudinal Study

The Early Childhood Longitudinal Study (ECLS) is a study that focuses on children's early school experiences beginning with kindergarten. The ECLS was developed by the National Center for Education Statistics. Approximately 23,000 children were selected as they entered kindergarten, and were followed as they moved through fifth grade. This paper is one of several that were prepared in support of ECLS design efforts. Literature documenting the accuracy of teachers' judgments of students' academic performance is reviewed in this paper. The first section examines the methods by which teacher judgments have been evaluated and summarizes findings from this research. Then research findings that relate specifically to the technical adequacy of these measures are examined. Implications are drawn from this research for using teacher judgment measures in the ECLS. Finally, recommendations are made for designing teacher assessment measures that are trustworthy and will serve the purposes of the ECLS adequately. Overall, the research indicates that teachers can make accurate judgments of students' academic performance, and some investigators have shown that teachers' judgments are even better predictors of students' future performance than standardized measures. Findings also suggest that teachers' judgments can be valid and reliable if certain precautions are taken. In general, it appears that more direct measures yield more accurate and meaningful judgments about students' academic achievements. Ways to make more indirect measures more accurate are discussed. (Contains 39 references.) (SLD)

ED 418 155 TM 028 253

Zheng, Henry Y.
Making Data Relevant for Policy Discussions: Redesigning the School Administrator Questionnaire for the 1998-99 SASS. Working Paper Series.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 96
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Data Collection; Educational Administration; *Educational Policy; Elementary Secondary Education; *Instructional Leadership; National Surveys; *Policy Formation; *Principals; Questionnaires; *Research Design; Test Construction; Test Items; Training; User Needs (Information)
IDENTIFIERS- *Schools and Staffing Survey (NCES)

As an integral part of the Schools and Staffing Survey (SASS) conducted by the National Center for Education Statistics (NCES) the School Administrator Questionnaire has been used to in British Columbia that takes into account current research on effective schools. In the model described, the provincial government provides the funding, sets the core curriculum, standards, and outcomes, ensures standardized measurement and reporting, and supports field research. School boards set district goals, distribute funds on an equitable basis, operate school facilities, implement school-based management and open enrollment plans, provide incentives for performance, and measure and report achievement results for the community. Individual schools are empowered to deliver programs enabling students to make the most rapid progress toward district and provincial goals. Elected school councils have decision-making authority, while day-to-day management is carried out by school administration. Schools control their own shares of district budget based on enrollment, with special needs funding accompanying special needs students. The implications of this policy framework, which provides for performance-based local autonomy, are discussed. These include reduced bureaucracy, redirected funding, increased integration of services, more flexibility and choice, enhanced local decision making, and improved accountability. Recommendations are made to implement these new roles and responsibilities. (Contains 15 references.) (SLD)

ED 418 173 UD 032 233

Raham, Helen
Choice and Charter Schools in Canada: The Myths, Politics, and Reality.
PUB DATE- 98
NOTE- 24p.; Paper presented at the American Sociology of Education Conference (Monterey, CA, February 8, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Accountability; *Charter Schools; Elementary Secondary Education; Foreign Countries; Institutional Autonomy; Magnet Schools; Nontraditional Education; *Political Influences; *Public Schools; *School Choice
IDENTIFIERS- *Canada

The myths, politics, and realities of public school choice in Canada are explored. With the crisis of confidence in the public education system that has been documented in recent years, parents are seeking to ensure academic success for their children through choice of schools, under the theory that there is no universal best school model. Public school choice encompasses a number of initiatives to provide a variety of learning environments for different learning needs. Alternatives envisioned for Canadian public schools revolve around school mission, ethos, discipline, standards, time tables, methods of instruction, magnet programs, and degree of parental involvement. Even when parents are armed with information about programs available, access to choice varies widely in Canada. Canadian school boards, with some exceptions, have hardly welcomed the pressure for more school choice, and teachers have demonstrated discomfort with allowing parents to choose between schools. One alternative that is creating great interest is that of charter schools, public schools that operate with a performance contract negotiated with the school board or state. The charter school experience in the United

Preferences in Undergraduate Admissions at the Public Colleges
and Universities of Michigan.
PUB DATE- 98
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Admission (School); *Affirmative Action; Black Students; *College Applicants; College Entrance Examinations; Competitive Selection; *Enrollment; Graduate Study; Higher Education; Hispanic Americans; Minority Groups; Public Colleges; Racial Differences; School Holding Power; *State Programs; Undergraduate Students
IDENTIFIERS- *Michigan; *Racial Preference

This study examines the extent to which racial preferences are used in a cross-section of Michigan's public universities and attempts to determine how the elimination of racial preferences would affect the enrollment patterns of these schools. It submits actual admissions data from eight public universities to statistical analysis. All eight schools show a qualifications gap between white and black students admitted. There was no school at which the black median Scholastic Aptitude Assessment, American College Testing program test, or grade point average (GPA) was equal to or higher than the white median. Most schools also showed a qualifications gap between White and Hispanic students, with data strongly suggesting that most of the schools used racial preferences to increase Hispanic enrollment. There was no evidence that Asian Americans were benefiting from racial preferences, and there was strong evidence that they did not receive special consideration at all. Schools routinely rejected White and Asian students with higher test scores than admitted Black and Hispanic students, although rejected White students usually had lower GPAs than accepted Black and Hispanic students. The 6-year graduation rates of Whites and Asian Americans were higher than those of Blacks at all the schools and of Hispanics at all but one. If Michigan schools were to admit students on a colorblind basis, admissions of blacks would not drop sharply across the board. Only at the University of Michigan at Ann Arbor would there probably be significant declines in black enrollment. (Contains 45 figures.) (SLD)

ED 418 191 UD 032 251

Lerner, Robert; Nagai, Althea K.
Racial Preferences at U.C. San Diego. Racial Preferences in Undergraduate Admissions at the University of California, San Diego, 1995.
PUB DATE- 97
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Admission Criteria; *Admission (School); *Affirmative Action; Asian Americans; Black Students; *College Applicants; College Entrance Examinations; *Enrollment; Higher Education; Hispanic Americans; Minority Groups; Racial Differences; School Holding Power; State Programs; *Undergraduate Students
IDENTIFIERS- *Racial Preference; *University of California San Diego

This report presents findings of the Center for Equal Opportunity's investigation of undergraduate admissions at the fines; and deal with current and threatened budget cuts. An appendix lists selected newsletters, books, and articles about budgeting. Contains an index. (AEF)

ED 417 745 IR 056 972

Jones, Patrick
Connecting Young Adults and Libraries: A How-To-Do-It Manual. Second Edition. How-To-Do-It Manuals for Librarians, Number 59.
PUB DATE- 98
NOTE- 460p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adolescent Literature; Internet; *Library Collection Development; *Library Planning; *Library Services; Nonprint Media; Printed Materials; Program Development; Reference Services; Secondary Education; User Needs (Information); World Wide Web; *Youth Programs
IDENTIFIERS- Web Sites

This book analyzes the needs and interests of today's 12- to 18-year-olds and shows librarians how to plan a wide range of successful services to meet these needs. The book looks at basic issues involved in serving young adults (YAs). Part I begins with considering "Where YA?" services are today and where they are headed. Part II, "Who YA?," focuses on identifying the library customer. Part III answers the question of service: "Why YA?" Part IV, "What YA?," contains chapters on core services to young adults: developing collections, providing reference and readers' advisory services, working with schools, and booktalking. Part V, "How YA?," looks at how services are provided to young adults. This part also contains information on making connections with YAs via the Internet and connecting with other staff through training. The second edition contains updates of new trends in YA literature and concrete suggestions for building collections of print and nonprint media, including Web sites and e-zines (or zines--an electronic magazine format). New features include: Top Ten Lists ("The Best YA Romances," "The Hottest YA Authors"); Bib Squibs (short bibliographies in a wide range of subject areas); planning calendars; ready-to-copy handouts; tips for involving YAs in developing the library's own Web site; a YA "training tool kit" for library staff; and a companion Web site which updates booklists, programming ideas, tips for increasing circulation and has hyperlinks to model YA home pages. Included also are marketing strategies, a bibliography, and an updated appendix with addresses for YA publishers, YA magazines, and YA professional periodicals. (AEF)

ED 417 746 IR 056 973

LaGuardia, Cheryl, Ed.; Mitchell, Barbara A., Ed.
Finding Common Ground: Creating the Library of the Future without Diminishing the Library of the Past. The New Library Series.
PUB DATE- 98
NOTE- 478p.; Papers presented at the "Finding Common Ground" Conference at Harvard University (Cambridge, MA).
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - Proceedings (021)

Edwards, Janet M.
A Review of SUNY's Transfer and Articulation Policies and Enrollment Initiatives. How Effectively Are These Initiatives Serving Transfer Students?
PUB DATE- 93
NOTE- 109p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Articulation (Education); College Transfer Students; Community Colleges; Degree Requirements; Educational Policy; Educational Research; Enrollment Trends; Higher Education; Partnerships in Education; *Policy Analysis; Policy Formation; *School Policy; School Role; *Transfer Policy; Two Year Colleges
IDENTIFIERS- *State University of New York

This report examines the State University of New York's (SUNY) transfer and articulation policies and enrollment initiatives, and attempts to determine how effective they are in serving transfer students. The foreword identifies the working papers, data reviews, and analyses from which the report draws. The report is separated into five sections and a concluding statement. Section 1 contains policies pertaining to the transfer of students within SUNY. Section 2 is an analysis of SUNY transfer application and enrollment trends. Section 3 examines the impact of SUNY transfer policies. Section 4 contains a description of the current transfer situation, focusing on main problems and issues. Section 5 provides recommendations for action, some of which include differentiating between the processes of transfer and articulation, eliminating the specific AA (Associates in Arts) and AS (Associates in Science) degree requirements, providing incentives for baccalaureate campuses to increase transfer enrollments, and continuing transfer and articulation research. Appendices include statistics on recent trends in transfer students, summaries of surveys and presidential narratives, an evolution of transfer policies, and copies of previous Board of Trustees transfer policies. (YKH)

ED 417 768 JC 980 158

Hamilton, John M.
Associate Degree Three-Year Graduation Rates: Fall 94 to Spring 97.
PUB DATE- 98
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Associate Degrees; *College Graduates; *College Outcomes Assessment; Community Colleges; Comparative Analysis; Ethnic Groups; Full Time Students; Graduation; *Institutional Evaluation; Outcomes of Education; Part Time Students; Sex Differences; Statistical Studies; Tables (Data); Two Year College Students; *Two Year Colleges
IDENTIFIERS- *Gainesville College GA

Georgia's Gainesville College (GC) conducted a study to determine the associate degree three-year graduation rates from Fall 1994 to Spring 1997. In 1994, the majority of entering students were white non-Hispanic; almost all of the graduates studied were in this race category. Graduation rates were calculated for full-time and part-time students and broken down by gender, self-that supports offering college honors programs. A large number of schools have adopted these programs since the early 1980s despite resistance, and the number is increasing. Schools are blending together different ranges of honors credit options, with most programs focusing on general education and liberal arts. Evaluations of honors programs have yielded positive student and teacher attitudes, and uniformly high student grades, but have not yet determined whether there is a positive correlation with future educational success and outcomes. Appendix includes community colleges and districts specified in works cited. (Contains 51 references.) (EMH)

ED 417 786   JC 980 184

Iowa Community Colleges, Fiscal Year 1998 Budgets.
PUB DATE- 97
NOTE- 64p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - General (140)
DESCRIPTORS- Budgeting; *Budgets; College Planning; *Community Colleges; *Educational Finance; Enrollment Trends; Federal Aid; Financial Needs; Financial Support; Income; Money Management; Personal Narratives; Resource Allocation; *School Funds; *State Aid; State School District Relationship; Tables (Data); Tuition; Two Year Colleges
IDENTIFIERS- *Iowa Community College System

This document summarizes Iowa's community college budgets for fiscal year 1998 (FY 98) and offers insight into the colleges' anticipated financial activities. The introduction describes the purpose of the report and provides an overview of the budgets. Tables show appropriations and revenues for both the unrestricted and the restricted general funds, highlighting the six primary types of revenues: (1) state aid; (2) tuition and fees; (3) local support; (4) federal aid; (5) sales and services; and (6) "other" income. Individual narratives from the fifteen Iowa community colleges are offered to help explain proposed 1998 budget data and highlight aspects of projected FY 1998 activities. The last section, conclusions and recommendations, includes the suggestion that due to reduced tuition and fee revenue caused by decreased enrollments, Iowa community colleges may be forced to increase student costs. Provides a glossary of terms. (YKH)

ED 417 787   JC 980 185

Anandam, Kamala, Ed.
Integrating Technology on Campus: Human Sensibilities and Technical Possibilities. New Direction for Community Colleges, Number 101.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 106p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Community Colleges; Educational Improvement; *Educational Innovation; *Educational Technology; Futures (of Society); Information Technology; Institutional Mission; Instructional Innovation; *Program Implementation; Teaching

mailings, and community meetings. Tips are targeted at such groups as: (1) architects, developers, and the building trades; (2) businesses; (3) civic, community, and professional organizations; (4) colleges and universities; (5) faith communities; (6) government; (7) hospitals and health care professionals; (8) law enforcement; (9) libraries; (10) media; (11) parents and families; (12) philanthropy; (13) schools; (14) seniors and retirees; (15) service providers; and (16) youth. (EV)

ED 417 804 PS 026 353

Honig, Alice Sterling
Annotated Infant/Toddler/Preschooler Research References: Stories Caregivers Need To Know!
PUB DATE- 98
NOTE- 21p.; Paper presented at the Nevada Early Childhood Conference (Reno, NV, March, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Annotated Bibliographies; Attachment Behavior; Child Abuse; *Child Development; Day Care Effects; Early Intervention; Fathers; *Individual Development; Infant Behavior; *Infants; Language Acquisition; Mental Health; Motor Development; Nutrition; Parent Child Relationship; Parent Participation; Personality; Premature Infants; *Preschool Children; *Preschool Education; Prosocial Behavior; Resilience (Personality); Social Class; Teacher Student Relationship; *Toddlers

This paper annotates research "stories" on the development of infants, toddlers, and preschoolers and is intended to be used by early childhood professionals as a basis for teaching parenting courses and helping families in stressful situations. The references are organized by topic area: (1) child abuse; (2) attachment; (3) fathering; (4) infant development; (5) infant day care effects; (6) early intervention; (7) enhancing language development; (8) mental health; (9) enhancing motor development; (10) nutrition effects; (11) parent involvement; (12) preterm babies; (13) prosocial development; (14) resilience; (15) social class effects; (16) temperament; and (17) teacher-child interaction. There are 45 references, with publication dates ranging from 1935 to 1997; included are both classic and contemporary studies. (KB)

ED 417 805 PS 026 355

Child Care and Development Block Grant: Report of State Plans for the Period 10/01/97 to 9/30/99.
SPONS. AGENCY- Administration on Children, Youth, and Families (DHHS), Washington, DC. Child Care Bureau.
PUB DATE- 98
NOTE- 121p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Block Grants; *Day Care; Delivery Systems; Early Childhood Education; Program Descriptions; Public Policy; *State Federal Aid; *State Programs
IDENTIFIERS- *Child Care and Development Block Grants; Child Care Legislation; Day Care Quality; Service Delivery Assessment; Welfare Reform

relation between hostile attributional style and externalizing behavior. The findings suggest that sociomoral judgments about aggression play a crucial role in the tendency to react aggressively. (Contains 77 references.) (Author/KB)

ED 417 823 PS 026 383

Malouff, John
Helping Young Children Overcome Shyness.
PUB DATE- 98
NOTE- 15p.; Electronic version: http://www.poleris.edu/malouffj/shyness.htm
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Anxiety; Behavior Problems; *Change Strategies; Child Rearing; *Inhibition; Interpersonal Competence; *Parent Child Relationship; Peer Relationship; *Shyness; Social Isolation; Socialization; *Teacher Student Relationship; *Young Children

This paper examines shyness--its causes and its impact on children--and presents several strategies based on social learning theory for parents and teachers to help young children overcome shyness. The paper also describes a personal application of these strategies on a young girl. The strategies presented for parents and teachers are: (1) tell children about times you acted bashful; (2) explain to children how they will benefit from behaving in an outgoing manner; (3) show empathy when children feel afraid to interact; (4) prevent labeling of children as "shy"; (5) set goals for more outgoing behavior and measure progress; (6) set a model of outgoing behavior; (7) gradually expose children to unfamiliar settings and people; (8) prompt children to interact with others; (9) reward children for outgoing behavior; (10) praise others' outgoing behavior in the presence of shy children; (11) help children practice interacting with others; (12) pair each shy child with another child in each important setting; (13) read with children books about individuals who overcome shyness or fears; (14) eliminate or reduce the impact of teasing from other children; (15) teach children to identify and verbally express their emotions; (16) coordinate efforts with those of other relevant adults; (17) read more about shyness and learn additional strategies; and (18) consult a guidance counselor or psychologist. Contains 36 references. (KB)

ED 417 824 PS 026 384

Borcherdt, Bill
Making Families Work and What To Do When They Don't: Thirty Guides for Imperfect Parents of Imperfect Children.
PUB DATE- 96
NOTE- 224p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Behavior Problems; *Child Rearing; Childhood Attitudes; Discipline; *Family Environment; *Family Life; Family (Sociological Unit); Parent Aspiration; *Parent

The Fall/Winter 1997 issue discusses sociodramatic play in the mixed-age setting. Regular features in most newsletter issues include "Quotable Quotes," relevant brief quotations regarding mixed-age groups; and descriptions of recent publications and other print and electronic resources. (KB)

ED 417 842 PS 026 407

Scheer, Scott D.; Safrit, R. Dale
Promoting Positive Family Involvement in Russian Communities through Volunteer Agencies.
PUB DATE- 97
NOTE- 7p.; Paper presented at the Annual National council on Family Relations Conference (59th, Arlington, VA, November 7-10, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Change Agents; *Community Organizations; Community Resources; Community Services; Family (Sociological Unit); Foreign Countries; *Nonprofit Organizations; Social Problems; *Social Services; *Voluntary Agencies; *Volunteers
IDENTIFIERS- *Russia

During the state of transition in contemporary Russia from communism to a market economy, nonprofit organizations have been thrust into the forefront to provide to youth and families services formerly rendered by the government. This paper describes Moscow Charity House (MCH) and Nevsky Angel in St. Petersburg, the first nonprofit organizations in Russia, with regard to their importance to the future of nonprofit groups in Russia. More Russian families must assume active volunteer roles in local communities if the quality of Russian life is to be maintained and improved. Nonprofit agencies face increasing challenges in providing adequate public programs and services for families, youth, and adults. These challenges include crime, poverty, housing, homelessness, education, health and medical care, unemployment, and youth problems. MCH was founded in 1991 to create a network of long-term assistance to poor, elderly, and disabled in Moscow, and eventually in other Russian cities. MCH has established programs that can be used as demonstration models for other Russian cities. Nevsky Angel was one of the first nonprofit independent organizations supported by the public and was founded in 1988. This program also delivers assistance to children, families, and the elderly and develops working models for social, educational charitable programs. Both organizations are in constant need of support and desire national assistance and international cooperation. The need for volunteers continues to grow, and only through grassroots participation will government agencies and nonprofit organizations address the problems facing Russia's urban population. (KB)

ED 417 843 PS 026 408

Scraton, Phil, Ed.
'Childhood' in 'Crisis'?
PUB DATE- 97
NOTE- 224p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - Serials (022)
DESCRIPTORS- Adolescents; Behavior Problems; Delinquency; Family (Sociological Unit); Foreign Countries; Juvenile Justice;

encouraged autonomy with support as needed, and showed empathy and built confidence. The relative absence of expressing love and empathy in Sudan when children had problems suggested a greater emotional detachment than in the other two countries. Parents and children from each site focused on communication skills and problem solving. Children in Sudan and Namibia solved their own problems by seeking help outside the family or solving the problem alone; in Armenia the interaction between parents and children continued over the course of resolving the problem. Parent actions preventing resilience were similar in each country and occurred in about 30 percent of the responses. The large percentage of children receiving little or no help or support suggests the extent of the need for the promotion of resilience in children. (Contains 11 references.) (Author)

ED 417 861   PS 026 439

Grotberg, Edith H.
The International Resilience Research Project.
PUB DATE- 97
NOTE- 18p.; Paper presented at the Annual Convention of the International Council of Psychologists (55th, Graz, Austria, July 14-18, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adjustment (to Environment); Age Differences; Child Rearing; *Children; Coping; Cross Cultural Studies; Cultural Differences; Cultural Influences; Foreign Countries; Parent Child Relationship; Parenting Skills; Personality Development; *Personality Traits; *Resilience (Personality); Sex Differences
IDENTIFIERS- Ethnic Differences; *International Resilience Project

Resilience is defined as "the human capacity to face, overcome, and be strengthened by experiences of adversity." This study used an Eriksonian developmental model to examine parents', caregivers', and children's resilience-promotion in children up to 12 years of age. Age and gender differences and cultural/ethnic similarities and differences in resilience promotion were examined. Subjects responded to 3 age-specific (birth to 3 years, 4 to 6 years, and 9 to 11 years) structured situations of adversity. Data were received from 27 sites in 22 countries for a total of 1,225 target children and families/caregivers. Findings indicated that about one-third of parents promoted resilience. Resilience was promoted more in situations where helplessness and need were perceived and where support seemed feasible and less in situations in which there were perceived threats to authority, in which blame and punishment seemed more important than understanding or communication, and in which the person who could promote resilience was more concerned with frustration. Younger children (4-6) relied more than older children on help and guidance from parents to deal with adversity; older children (9-11) promoted resilience as often as their parents. When younger children promoted resilience, girls drew on empathy and helpfulness more than boys. For older children, girls drew on trusting relationships, role modeling, and promoting autonomy more than boys; all internal resilience factors except a sense of control; and all interpersonal skills except managing impulsivity and seeking help which were used with the same frequency as boys. Examples from Sudan, Namibia, and Armenia suggested differences and similarities in successful resilience promotion. Socioeconomic status had an insignificant impact on resilience-promoting behavior; the difference was primarily in

Protestants, finding that the Protestant outlook that permeated government schools fulfilled their own goals, had largely abandoned their mission schools, while the Catholics looked upon government schools as institutions that would pervert the faith and morals of Indian children. The book begins in 1888, when it first became clear that Catholic Indian schools were the principal beneficiaries of federal funds for mission schools, and ends in 1912, with the last great Protestant-Catholic flare-up over Indian schools. Between those dates, Catholics fought for the right of Catholic Indian parents to send their children to Catholic schools, for the restoration of rations to Indian children in mission schools, for the use of Indian trust and treaty funds as mission school support, for Catholic religious instruction in government schools, and for the right of nuns to wear their religious habit when teaching. Principal actors in these struggles were the Bureau of Indian Catholic Missions, the Indian Rights Association (a Protestant organization), federal agencies and officials, and the federal courts. Appendices include a Sioux petition for a Catholic contract school, a mission school contract, and general regulations for religious worship and instruction in government Indian schools. Contains references, notes, a bibliography, photographs, and an index. (SV)

ED 417 880 RC 021 434

Montgomery, Diane, Ed.
Coming Together: Preparing for Rural Special Education in the 21st Century. Conference Proceedings of the American Council on Rural Special Education (18th, Charleston, South Carolina, March 25-28, 1998).
PUB DATE- 98
NOTE- 411p.; For selected individual papers, see RC 021 435-472.
LANGUAGE- English
EDRS Price- MF01/PC17 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Computer Assisted Instruction; *Disabilities; Distance Education; Early Childhood Education; Educational Cooperation; Educational Practices; *Educational Strategies; Elementary Secondary Education; Higher Education; Mainstreaming; Minority Groups; Parent Participation; Professional Development; Regular and Special Education Relationship; *Rural Education; Rural Schools; *Special Education; Special Education Teachers; *Teacher Collaboration; *Teacher Education; Transitional Programs

This proceedings contains 64 papers on rural special education. Papers present promising practices in rural special education, discussions of theory and research, research findings, program descriptions, and topics of current concern. The papers are organized in order of presentation, and are categorized in a topical index under the following subjects: at-risk students, collaborative education, deaf education, early childhood, leadership and policy issues, multicultural concerns (including Native American programs), parents and families, professional development (preservice and inservice), professional publication, technology, and transition. (SV)

ED 417 881 RC 021 435

Ludlow, Barbara L.; Foshay, John D.; Duff, Michael C.
Developing Interactive Multimedia Modules To Train Rural Special Education Personnel.
PUB DATE- 98
NOTE- 9p.; In: Coming Together: Preparing for Rural Special

teachers used in working with their students were direct communication with students and parents about school expectations, using extrinsic and intrinsic rewards to build self-esteem, creating a structured and comfortable learning environment, breaking tasks down into small steps, and using hands-on manipulative approaches. Recommendations for teacher education programs are concerned with needs in bilingual, special, and multicultural education; culturally relevant education; and the use of community members or bilingual teaching assistants. (TD)

ED 417 896   RC 021 450

Jackson, Fay Balch; Madison, Marion
Teacher Training: Providing Instruction in a Basic Reading Strategy in Elementary Rural General Education Settings.
PUB DATE- 98
NOTE- 9p.; In: Coming Together: Preparing for Rural Special Education in the 21st Century. Conference Proceedings of the American Council on Rural Special Education (18th, Charleston, SC, March 25-28, 1998); see RC 021 434.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Content Area Reading; Elementary Education; *Instructional Effectiveness; *Learning Disabilities; Learning Problems; *Learning Strategies; Reading Comprehension; Reading Difficulties; *Reading Instruction; *Reading Strategies; Regular and Special Education Relationship; Rural Education; Special Education; *Teacher Attitudes; Teaching Methods

The "Read, Imagine, Decide, and Do" (RIDD) reading strategy was developed based on observations of student behaviors and reading problems while completing academic tasks. The four steps of the RIDD strategy are described. To determine its effectiveness, four elementary teachers in a rural northeastern Nebraska school taught the RIDD strategy. Each teacher reported at least one student in their class who had a disability or who experienced difficulty learning. After 5 weeks, three of the four completed a survey. Results showed that all of the teachers found the strategy useful in helping students to focus on the task at hand. All teachers noted the strategy to be useful or somewhat useful in helping students find ways to solve their own problems, relieving stress involved with a difficult learning situation, assisting the teacher to demonstrate a learning strategy, familiarizing students with the concept of visual imagery, assisting students in transforming new knowledge into their own knowledge bases, and increasing students' comprehension. Two teachers noted the strategy to be very useful in helping students read the instructions of exercises, and all teachers indicated that the strategy was useful with word problems. However, in increasing students' academic performance, the strategy ranged from somewhat useful to not useful. The strategy proved effective with both special and general education students. (TD)

ED 417 897   RC 021 451

Henderson, Cheryl; Kyger, Maggie; Guarino-Murphey, Dana
Teams, Networks, and Assistive Technology: Training Special Educators in Rural Areas.
PUB DATE- 98
NOTE- 7p.; In: Coming Together: Preparing for Rural Special

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Content Analysis; *Employment Qualifications; *Faculty Recruitment; Higher Education; *Institutional Role; Program Improvement; Rural Schools; *Special Education; Special Education Teachers; *Teacher Education Programs; *Teacher Educators
IDENTIFIERS- Assistant Professors; *Job Announcements

Rural schools have difficulty recruiting and retaining qualified special education teachers. In light of this problem, advertisements for special education tenure-track assistant professor positions were analyzed to ascertain whether teacher education programs are addressing the need for rural special education teachers. A total of 397 advertisements in the "Chronicle of Higher Education" for the 1994-95 and 1995-96 academic years were analyzed in two major areas: characteristics of the teacher education program for which the faculty member was being recruited; and the descriptors used to characterize the successful applicant. The advertisements showed a lack of emphasis on meeting special education teacher needs in rural areas: of the 397 ads, only 6 mentioned rural areas; 21 addressed teacher preparation at remote sites; 18 mentioned teacher preparation through distance education; and only 1 discussed alternative certification programs. Four tables present data on advertisements listing expertise in preparing special education teachers to work in rural or urban settings, additional descriptors related to expertise in preparing teachers to work in rural settings, strategies to meet teacher education needs in rural settings, and frequency and percentage of advertisements requiring expertise in preparing teachers to work in rural or urban settings with descriptors about school services or programs. Study limitations include lack of review of actual programs, lack of nonadvertised information about the positions, and lack of information about successful applicants. Contains 19 references. (SAS)

ED 417 914   RC 021 468

Salyer, Keith; Necco, E. Joanne; McCarthy, Joann; Ward, Sherry D.
Voices from Within.
PUB DATE- 98
NOTE- 9p.; In: Coming Together: Preparing for Rural Special Education in the 21st Century. Conference Proceedings of the American Council on Rural Special Education (18th, Charleston, SC, March 25-28, 1998); see RC 021 434.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Attitudes; *Educational Environment; Elementary Secondary Education; *Rural Schools; School Attitudes; *School Effectiveness; School Surveys; *Student Attitudes; Student School Relationship; *Teacher Attitudes
IDENTIFIERS- Oklahoma

This pilot study focuses on the loss of community-like climate as a factor in the quality of rural schools and in perceptions of the effective rural education image. Surveys of 129 school administrators, teachers, and students from five rural schools in Oklahoma covered 18 factors identified in the literature as affecting school effectiveness. Student perceptions of 14 of the 18 factors were significantly less positive than teacher or administrator perceptions. The narrative and quantitative data suggest that schools do not recognize students' perspectives

Fractions; *Elementary School Students; Geometry; Grade 4; *High Risk Students; Intermediate Grades; Manipulative Materials; *Mathematics Anxiety; Mathematics Education; Measurement; Numbers; Probability; Problem Solving; *Thinking Skills

The conception of mathematics anxiety held by a teacher may have a great deal to do with the way in which mathematics is characterized in classroom teaching. The purpose of this study is to determine if fourth-grade students' mathematics anxiety can be decreased by a change in implementing new instructional strategies. The study employed a mathematics anxiety scale at the beginning and at the end of the school year. Instructional strategies implemented include mathematics as problem solving, mathematics as communication, mathematics as reasoning, and mathematical connections. Major instructional changes involved cooperative learning groups, use of manipulatives, real-life problem solving, calculators, and computers. Mathematical concepts covered included estimation, number sense and numeration, concepts of whole number operations, whole number computation, geometry and spatial sense, measurement, statistics and probability, fractions and decimals, and patterns and relationships. A significant decrease in anxiety toward the National Council of Teachers of Mathematics (NCTM) standards was found when these methods were implemented. Contains 39 references. (ASK)

ED 417 932 SE 061 142

Newman, Dianna L.; O'Connell, Raymond W.
An Evaluation of the Science Research in the High School Program: Year One Program Implementation.
PUB DATE- 97
NOTE- 54p.; Color photographs may not reproduce well. "Assisted by Maureen Singer, John Polnak, Lara Gordon, and Jamie Hudson."
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Futures (of Society); *Hands on Science; High Schools; Higher Education; *Partnerships in Education; Program Evaluation; *Relevance (Education); Science Activities; Science and Society; Science Curriculum; *Science Education; Scientific Methodology; Scientists

This document reports on the first year of a three year course of study for high school students in New York state known as the Science Research Program (SRP). SRP affords students the opportunity to conduct scientific research in conjunction with research scientists and professionals in the field. The program implementation incorporates the student as the primary initiator of research, the teacher as facilitator of the scientific method, and a scientist to serve as the student's research mentor. This evaluation explores four areas: (1) the effectiveness of teacher and student recruitment and retention efforts; (2) the effectiveness of the teacher training component of the program; (3) the process of program implementation during year one; and (4) the effectiveness of the program as defined by year one outcomes. Appendices include the teacher interview protocol, symposia observation form, and the assessment rubics. (DDR)

ED 417 933 SE 061 157

Mathematics, Science & Technology Resource Guide.
PUB DATE- 97

the U.S. Military Academy to consider the question of core requirements for the courses often employed by partner disciplines, what concepts and procedural skills are really central, and how these questions might lead to the creation of a new undergraduate set of requirements that meet both the needs of mathematics departments and those of their partner disciplines. Chapters include: (1) "Core Curriculum in Context: History, Goals, Models, Challenges" (Lynn Arthur Steen); (2) "Response To Core Curriculum in Context: History, Goals, Models, Challenges" (Joan Ferrini-Mundy); (3) "Core Mathematics at the United States Military Academy: Leading into the 21st Century" (David C. Arney, William P. Fox, Kelley B. Mohrmann, Joseph D. Myers, and Richard A. West); (4) "Discrete Mathematics in the Core Curriculum" (Alan Tucker); (5) "Response to Discrete Mathematics in the Core Curriculum" (Martha Siegel); (6) "Calculus in the Core" (Wayne Roberts); (7) "Response to Calculus in the Core I: Parallels in Calculus" (David Heckman); (8) "Response to Calculus in the Core II: Calculus and Other 7-into-4 Issues" (Stephen Rodi); (9) "Calculus after High School Calculus" (Don Small); (10) "Response to Calculus after High School I" (Frank Wattenberg); (11) "Response to Calculus after High School Calculus II" (Jeanette Palmiter); (12) "Linear Algebra in the Core Curriculum" (Donald R. LaTorre); (13) "Response to Linear Algebra in the Core I" (David Carlson); (14) "Response to Linear Algebra in the Core II" (Anita E. Solow); (15) "Response to Linear Algebra in the Core III" (Steve Friedberg); (16) "Differential Equations in the Core Curriculum" (James V. Herod); (17) "Response to Differential Equations in the Core I" (Donald Bushaw); (18) "Response to Differential Equations in the Core II: ODEs Renewed" (Courtney Coleman); (19) "Response to Differential Equations in the Core III: Data Sets in the First Course of Differential Equations" (David O. Lomen); (20) "Probability and Statistics in the Core Curriculum" (David S. Moore); (21) "Response to Probability and Statistics in the Core I" (Ann E. Watkins); (22) "Response to Probability and Statistics in the Core II" (R.A. Kolb); (23) "Probability and Statistics in the Core III: Is It Really Such a Tight Squeeze?" (Sheldon P. Gordon); (24) "Evaluation of Mathematics Core Curriculum Conference, April 22-24, 1994" (Robert Orrill); (25) "A Curriculum Reform Workshop/Retreat" (Don Small); (26) "Carroll College Mathematics Curriculum Reform Project" (John Scharf and Marie Vanisko); (27) "A Preliminary Plan for Curriculum Change at Harvey Mudd College: N-into-Four" (Robert Borrelli, Robert Keller, and Michael Moody); (28) "Core Curriculum Reform Model for the Oklahoma State University" (James Choike); and (29) "Plan To Integrate Calculus II and III Curricula at University of Redlands" (J. Beery, P. Cornell, A. Killpatrick, and A. Koonce). (ASK)

ED 417 954 SE 061 261

Pushkin, David B.; Colon-Gonzalez, Maria H.
Access to Knowledge and Critical Thinking in General Chemistry via Social Constructivism: Pedagogical and Curricular Opportunities for Minority Science Majors.
PUB DATE- 98
NOTE- 46p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998). Some pages printed in color may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

learning, and the various paths taken to achieve a correct answer. (DDR)

ED 417 976 SE 061 308

Larson, Jane O.; Mayer, Naomi; Kight, Cynthia; Golson, Catherine
Narrowing Gaps and Formulating Conclusions: Inquiry in a Science Teacher Action Research Program.
PUB DATE- 98
NOTE- 13p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (71st, San Diego, CA, April 19-22, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Standards; *Action Research; *Concept Formation; Elementary Secondary Education; Foreign Countries; *Knowledge Base for Teaching; Learning Strategies; Partnerships in Education; Professional Development; *Science Activities; Science Curriculum; *Science Instruction
IDENTIFIERS- Dependents Schools; Japan

This study focuses on a professional development program that employs action research as a strategy. The goals of the program include encouraging volunteer teachers to conduct research projects that can inform their understanding of student learning and achievement and increasing teachers' awareness of the value of disciplined inquiry to answer questions and suggest solutions to perceived problems in classroom instruction and student learning. Sources of data for the study include notes on group discussions, a collection of electronic mail correspondences, personal journals, written reports, videotaped presentations, and survey evaluations of the practitioners' action research experiences. Findings suggest that some of the refinements to practice implied by the action research results have longevity and are an effective means of increasing student achievement and understanding. Contains 23 references. (DDR)

ED 417 977 SE 061 311

Griffard, Phyllis Baudoin; Wandersee, James H.
Challenges to Meaningful Learning among African-American Females at an Urban Science High School.
PUB DATE- 98
NOTE- 22p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (71st, San Diego, CA, April 19-22, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Black Students; Cognitive Processes; Educational Change; *Females; High Schools; Learning Strategies; *Magnet Schools; Metacognition; Minority Groups; Science Curriculum; *Science Education; *Student Attitudes; Student Motivation; *Urban Education
IDENTIFIERS- *African Americans

This paper presents a comparative case study of two students learning in an urban environment but characterized by high motivation, effective discipline, small classes, generous academic support, counseling, and educational equipment. The primary question driving the study relates to the challenges to meaningful learning in a special science high school that

Burns, Robin J., Ed.; Aspeslagh, Robert, Ed.
Three Decades of Peace Education around the World: An Anthology. Garland Reference Library of Social Science, Volume 600. Reference Books in International Education, Volume 24.
PUB DATE- 96
NOTE- 413p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - Serials (022),Reference Materials - General (130)
DESCRIPTORS- *Conflict Resolution; Foreign Countries; *Global Education; Higher Education; International Education; International Relations; Multicultural Education; *Peace; *Prosocial Behavior; War; World Affairs
IDENTIFIERS- *Peace Education

The Peace Education Commission (PEC) of the International Peace Research Association (IPRA) has been the forum for peace educators to come together, to exchange and to share ideas, materials and experiences over three decades. This book draws from key papers from different areas and times of peace education work to show the richness of ideas and practice and its many sources worldwide. Editors' notes in the chapter offer updates for materials that may have been printed some time ago. The book is divided into five parts with 22 chapters. Part 1, "Peace Education in Comparative Perspective," offers: (1) "Peace Education and the Comparative Study of Education" (Robin J. Burns, Robert Aspeslagh); and (2) "Approaching Peace through Education: Background, Concepts and Theoretical Issues" (Robert Aspeslagh, Robin J. Burns). Part 2, "Developing Education for Peace: Concepts and Issues," continues with: (3) "A Global Strategy for Communication and Consciousness Raising in Various Local Settings" (Working Group on Communication and Consciousness Raising); (4) "Toward a Definition of Peace Studies" (Maire A. Dugan, Dennis Carey); (5) "On Inclusion and Exclusion" (Magnus Haavelsrud); (6) "Problems of Legitimation of Peace Education" (Robin J. Burns); and (7) "Peace Education on the Back of the Peace Movement: Some Shared Problems" (Jan Maasen). Part 3, "Perspectives on Peace Education: Substance and Impact," includes: (8) "Militarism and Sexism: Influences on Education for War" (Betty Reardon); (9) "Racial Justice, Global Development or Peace: Which Shall We Choose in Schools?" (David Hicks); (10) "Toward a Better World? A Paradigmatic Analysis of Development Education Resources from the World Bank" (Toh Swee-Hin S. H. Toh , Virginia Floresca-Cawagas); (11) "The Ecology Movement - A New Field for Peace Education" (Marianne Gronemeyer); (12) "The Role of Peace Education in Peace Building in Africa" (Samie Ikechi Ihejirika); (13) "Peace Education as a Protest and Resistance Against Marginalization and Eurocentrism: Peace Education in a Violent Context: The Middle East Wars as a Case Study" (Sanaa Osseiran); and (14) "Polish Educational Values: Nationalism or Globalism?" (Zbyszko Melosik). Part 4, "Approaches to the Process of Peace Education," contains: (15) "Adult Education for Peacebuilding: A Challenge to Peace Research and Peace Education" (Chadwick F. Alger); (16) "Tagasan: Student Organizations as Alternative Education" (Eleanor Dionisio); (17) "Think and Teach Globally--Act Locally: Participants or Onlookers: A Research Program" (Eva Nordland); (18) "A Peace Museum as a Center for Peace Education: What Do Japanese Students Think of Peace Museums?" (Kazuyo Yamane); (19) "Educating for a Peace Culture" (Robert Aspeslagh); and (20) "Post Modernism, Peace Culture and Peace Education" (Lennart Vriens). Part 5, "Epilogue," offers: (21) "Do Practical Realists Appear to Be Dreamers? Peace Educators

NOTE- 112p.; For related manuals, see SO 028 428-430.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Capitalism; *Decision Making; Economic Change; Economic Climate; *Economics; *Economics Education; Free Enterprise System; High Schools; *Investment; *Microeconomics; Social Studies; Teaching Guides
IDENTIFIERS- *Personal Finance

This book is designed to help students in grades 9-12 make better decisions as spenders, savers, borrowers, and managers of money. The learning experiences focus on personal finance and money management. The 10 lessons divided into 4 units include: (1) "Challenging Choices"; (2) "Learning, Earning, and Spending"; (3) "How Much Is Too Much?"; (4) "Prom Trade-offs"; (5) "Timing Is Everything"; (6) "Saving Selection"; (7) "The Urge to Splurge"; (8) "The Credit Connection"; (9) "Expect the Unexpected"; and (10) "Changes and Choices." Contains an extensive list of teacher resources. (EH)

ED 418 021 SO 028 470

Cheek, Dennis W., Ed.; Cheek, Kim A., Ed.
Proceedings of the National Technological Literacy Conference (11th, Arlington, VA, February 8-11, 1996).
PUB DATE- 97
NOTE- 157p.; For the 1995 proceedings, see ED 388 553.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Elementary Secondary Education; Futures (of Society); Higher Education; Interdisciplinary Approach; *Science and Society; *Science Education; Science Instruction; Social Studies; Teacher Education; *Technological Literacy; *Technology; Technology Education

The papers in this volume represent a sampling of the perspectives shared at the 1996 National Technological Literacy Conference. The papers are divided into two sections. Section 1, "STS science, technology, and society : Philosophical and Sociological Perspectives," includes: (1) "Relevant Science: STS-Oriented Science Courses for All Students" (Art Hobson); (2) "Ethical and Political Dimensions of Technological Citizenship" (Andrew D. Zimmerman); (3) "The Objectives of Technology Education: A Philosophical Perspective" (Ahmad Zargari; Charles Patrick; Charles Coddington); (4) "Science Literacy Standards as Ethical Theories" (Barbara J. Reeves; Daniel R. Dunlap); and (5) "Writing Racial and Gender Equity into Science Classrooms" (L. Blasi). Section 2, "STS Education in K-12 Schools and Teacher Preparation Programs," contains: (1) "Rockefeller University's Science Outreach" (Bonnie Kaiser); (2) "Women and the Sciences at the Fieldston School: A Vertical Approach" (Barbara S. Silber; Tama K. Seife); (3) "The Cat in the Hat Comes Back" (Bernice Hauser); (4) "Bioethics Forum" (Donald R. Daugs); (5) "Science Sleuths: A Group Approach to Using Multi-Media" (Donald R. Daugs); (6) "Hands-on Science Education in Rural Pennsylvania" (Peter C. Stine); (7) "Effective, Energized Education--STS at its Best" (Carol A. Wilson); (8) "The Development of Students' HOCS higher-order cognitive skills --The Key to Progress in STES science-technology-environment-society Education" (Uri Zoller); and (9) "The Learning Cycle: A Vehicle for Change in Teacher

Interpersonal Relationship; *Museums; Trust (Psychology)

This paper describes the collaborative work between an art historian/curator and a visual artist exploring the often trouble relationship between artists and curators. The common idea emerging from both perspectives was that of the museum, both as an image and an institution. The paper examines the history of the museum as an institution and how that definition has changed over time. The paper is presented as a dialogue from the two perspectives to try to address some of the common issues and concerns for both the artist and curator. (EH)

ED 418 043 SO 028 734

Maryland Women Leading the Way. Maryland Women's History Display Kit, 1997.
SPONS. AGENCY- Maryland State Commission for Women, Baltimore.
PUB DATE- 97
NOTE- 101p.; Contains a booklet of activities and a packet of black and white photographs of notable Maryland women with profiles of their lives.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Secondary Education; *Females; Leadership; *Local History; Multicultural Education; Social Studies; *State History; United States History; *Womens Studies
IDENTIFIERS- *Maryland

This display kit highlights the contributions of contemporary Maryland women leaders in many fields. The kit contains a packet of black and white photographs of Maryland women leaders in a variety of areas, with descriptive captions for each picture. The booklet contains an introductory lesson about women and leadership from a historical perspective. The "Profiles and Reflections" section features biographical sketches and personal thoughts about leadership by each woman featured. Sample activities are included for classroom and community use. A resource directory offers sources of information on women leaders. (EH)

ED 418 044 SO 028 735

Maxey, Gail E.
Visual Art Course of Study/Curriculum Guide, Grades K-6 with Sample Lessons. Revised Edition.
PUB DATE- 95
NOTE- 182p.; Majority of the document printed on colored paper and may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Aesthetics; Art Appreciation; Art Criticism; *Art Education; Art History; *Discipline Based Art Education; Elementary Education; Middle Schools; Standards; State Curriculum Guides; State Departments of Education; *Visual Arts
IDENTIFIERS- *Idaho

This guide is intended to aid local elementary and middle schools in Idaho as they improve and expand art instruction for their students. This model is built around discipline-based art education and allows students to experience art aesthetics, art history, art criticism, and art production. This is a sample

ED 418 062 SP 037 852

Jablonski, Ann

A Fifth Year Professional Training Program for Elementary School Teachers: Its Development through Mentoring and Internship.

PUB DATE- 92

NOTE- 22p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- College School Cooperation; Elementary Education; Elementary School Teachers; Graduate Study; Higher Education; *Internship Programs; Knowledge Base for Teaching; *Mentors; Preservice Teacher Education; Program Development; Self Efficacy; Teacher Certification; Teacher Competencies; *Teaching Skills; Urban Schools

IDENTIFIERS- Fordham University NY

This paper describes the development of an experimental, alternative, graduate-level preservice teacher education program at Fordham University, the Internship Fellowship Program. The 15-month program includes an Instructional Training Laboratory (ITL) during the first summer, which supports the intern's acquisition of cognitive and performance skills necessary for effective teaching and learning; a yearlong, full-time teaching internship in an urban elementary school; a full-time mentor-teacher to support the intern; and objective classroom instruments to measure teaching competency. The program leads to a master of science degree in education and eligibility for state teacher certification. Development of the program involved Checkland's soft systems method of analysis, which conceptualized the existing system and proposed an alternative system. Research conducted at the end of the ITL indicates that the interns perceive themselves as having mastered basic teaching skills, particularly in the area of classroom management. More than 80 percent of the program graduates obtain jobs during their first year, and most are hired by the schools in which they complete their internships. Two appendixes include the course sequence for the Internship Fellowship Program and a design tree for instructional planning. (Contains 10 references.) (SM)

ED 418 063 SP 037 853

Zelazek, John R.; Williams, Wayne W.; McAdams, Charles; Palmer, Kyle

Teacher Education Follow-Up Study, 1998.

PUB DATE- 98

NOTE- 25p.; "As compiled by the Teacher Education Assessment Committee."

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Beginning Teachers; Elementary Secondary Education; Higher Education; Outcomes of Education; *Preservice Teacher Education; Program Evaluation; Student Teachers; Teacher Certification; Teacher Characteristics; *Teacher Competencies

IDENTIFIERS- Central Missouri State University

This report presents the eighth Follow-Up Study by the Teacher Education Assessment Committee (TEAC) at Central Missouri State University (Central). TEAC is a centralized system of data collection and assessment that conducts and publishes results of periodic assessments and evaluations of Central's teacher education programs. Data came from Central's preservice

Students; Human Body; Motor Development; *Movement Education; Psychomotor Skills

This book illustrates why and how movements and dance are powerful tools for learning and creativity in K-6 classrooms. Designed to be a workshop on paper, the book helps teachers build on what they already know about movement and implement techniques that tap into children's natural interest in moving. Chapter 1,"Moving To Learn," explains the workshop on paper and the benefits of movement and dance. Chapter 2, "What Is Movement and Dance?" discusses what dance is and looks at the movement and dance learning continuum. Chapter 3, "Getting into Action," explains how to guide natural movement experiences, how to make curriculum connections, and troubleshooting. Chapter 4, "Moving into Understanding," discusses how to get smarter about the body, the elements of dance, movement exploration, connections across the curriculum, and integrating more than one discipline. Chapter 5, "Moving into Exploration and Discovery," includes moving to a steady beat, shape, and pathways. Chapter 6, "How To Design Your Own Lessons," looks at selecting content and strategies, implementing the lesson, and integrating more than one discipline. Chapter 7, "Moving into Artistic Expression," focuses on looking at dance, connecting your community to the dance community, and making dances. The book includes instructions on how to develop dance activities and offers photographs of children engaged in movement and dance. (SM)

ED 418 080 SP 037 871

Jacobson, Stephen L.; Emihovich, Catherine; Helfrich, Jack; Petrie, Hugh G.; Stevenson, Robert B.
Transforming Schools and Schools of Education: A New Vision for Preparing Educators.
PUB DATE- 98
NOTE- 159p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Action Research; *College School Cooperation; Collegiality; Educational Change; *Educational Research; Elementary Secondary Education; Higher Education; *Preservice Teacher Education; Teacher Collaboration
IDENTIFIERS- School Improvement Projects

This book discusses preservice teacher education change in the field and at the university. The collection of papers examines changes in how schools are governed; how faculty in schools of education approach their work and their colleagues in the field; how teachers and administrators are prepared and interact in practice; how schools and schools of education work together; and how practitioners and faculty conceptualize and utilize research. Chapter 1, "School Improvement: A View from the Field" (J. Helfrich), describes a long-term school improvement process initiated by a superintendent. Chapter 2, "From 'My Work' to 'Our Work'" (H.G. Petrie), explains university reluctance to engage in district reform efforts, reflecting on the culture of the modern research university. Chapter 3, "Beyond Teaching: Learning To Lead through Action Research" (C. Emihovich), explores the implications of organizing a teacher education program around an action research framework, emphasizing what graduate schools of education must do to prepare new types of professional educators. Chapter 4, "Preparing Educational Leaders: A Basis for Partnership" (S.L. Jacobson), argues that leadership preparation provides an excellent basis for university/school

*Small Countries

One critical area of concern for governments of small states is the provision and administration of examinations at the end of the secondary school cycle. The problems, faced by all states, of assuring that assessment and certification are carried out fairly, are compounded for small states by the additional difficulties associated with their limited human and financial resources. A pan-Commonwealth workshop on Examinations in Small States was held to bring together key actors in the field from public and private sectors. Deliberations of the workshop focused on issues such as personnel and infrastructure for the delivery of examinations, international recognition and national priorities, innovative ways of testing, and the use of technology in the administration of examinations. There were 62 participants from 25 countries, most of whom represented the examination departments of ministries of education, and many of whom came from member states of the British Commonwealth. With respect to examinations at the end of the secondary cycle, small states use one or a combination of three models: national examinations, regional examinations, or examinations prepared in larger countries. This report on the Workshop is divided into the following sections: (1) "Introduction"; (2) "Conceptual Framework"; (3) "Country Presentations"; (4) "Regional Examination Systems"; (5) "Technical Issues"; (6) "School Based Assessment"; (7) "Security Issues"; (8) "Recognition of Qualifications"; (9) "Developing a Credit System"; and (10) "Conclusion." The issues and concerns raised were quite similar in most countries. Equity issues were a concern for most, as were questions of credibility, cost effectiveness, logistics, and confidentiality. Five appendixes list sponsors, present the program and a description of the Association of Commonwealth Examination and Accreditation Bodies, and contain a workshop evaluation form. (SLD)

ED 418 099 TM 028 193

Chung, Gregory K. W. K.; Baker, Eva L.
Year 1 Technology Studies: Implications for Technology in Assessment.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Computer Assisted Testing; Constructed Response; Educational Planning; *Educational Technology; Educational Testing; Elementary Secondary Education; Program Descriptions; *Scoring; Simulation; Tables (Data); *Technological Advancement; *Test Construction
IDENTIFIERS- Center for Research on Eval Standards Stu Test CA

This report documents the technology initiatives of the Center for Research on Evaluation, Standards, and Student Testing (CRESST) in two broad areas: (1) using technology to improve the quality, utility, and feasibility of existing measures; and (2) using technology to design and develop new assessments and measurement approaches available through no other means. Current activities are reviewed, the outlook for particular assessment technologies is evaluated, and lessons learned are reported. The implications for assessment are also discussed. A table lists CRESST's major activities during the review period. Most of the work has focused on designing and developing a

Test Construction; Test Items; Test Reliability; Test Theory; *Test Use; Test Validity; *Testing Problems

This text prepares students to quantify observations through psychological testing. Measurement is critical in all the subareas of psychology, and the text begins by discussing the applications of testing in the subdisciplines of psychology. The book also discusses the extent to which tests are actually used. Early chapters discuss general principles of measurement and testing, including reliability and validity, and later chapters move to more specific types of test and special purposes for testing. The following chapters are included: (1) "An Introduction to Psychological Testing"; (2) "Measurement and Statistics"; (3) "Norms and the Meaning of Test Scores"; (4) "Reliability"; (5) "Validity"; (6) "Interpreting Validity Coefficients and Decision Making"; (7) "Item Analysis"; (8) "Test Construction"; (9) "Individual Tests of Intelligence"; (10) "Group Ability Tests"; (11) "Issues in Ability Testing"; (12) "Measures of Interests, Attitudes, and Values"; (13) "Structured Measures of Personality"; (14) "Projective Tests and Clinical Assessment"; (15) "Testing in Business and Industry"; (16) "Alternative Approaches to Assessment"; (17) "Neuropsychological Assessment and Testing Special Populations"; and (18) "A Few Thoughts about Tests, Society, and the Future." Five appendixes include four examples of test types and the answers to text exercises. A computerized tutorial for students, with a print overview and study guide and a disk, is also included. (Contains 55 tables, 52 figures, and numerous references.) (SLD)

ED 418 117   TM 028 211

Cohen, Libby G.; Spenciner, Loraine J.
Assessment of Children and Youth.
PUB DATE- 98
NOTE- 640p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adolescents; Case Studies; Child Development; *Children; *Educational Assessment; Educational Innovation; Elementary Secondary Education; Measurement Techniques; *Performance Based Assessment; Program Evaluation; Scoring; Student Evaluation; Test Format; Test Reliability; *Test Use; Test Validity; *Youth

This book is designed to provide future and experienced educators and other professionals with a fundamental understanding of traditional and contemporary perspectives on the assessment of children and youth, aged 3 through 21. It features broad coverage of traditional and contemporary assessment approaches. Individual tests are discussed at length, and various assessments are explained in detail. A format for evaluating traditional and contemporary approaches is included, and case studies ("snapshots") illustrate the use of tests and assessment approaches. The text is accompanied by a World Wide Web site (http://longman.awl.com/assessnet) that provides students and instructors with numerous activities and ideas to extend learning. The following chapters are included: (1) "Looking at Assessment"; (2) "Involving Families and Being Responsive to Diversity"; (3) "Reliability and Validity"; (4) "Norms and Test Scores"; (5) "Observation, Interview, and Conferencing Skills"; (6) "Achievement: Overall Performance";

indicate that social behavior can be ostensible and that during the time between ages 13 and 16 subjects become perplexed with the social environment. An educational application for teaching social skills and a further refinement of educational theory are presented. (Contains five tables, one figure, and six references.) (Author/SLD)

ED 418 136 TM 028 230

Laasonen, Raimo J.
Educational Significance of Related Self-Esteem to Social Environment and Elastic-Plastic Processing of Mindies in 13-16 Years of Age.
PUB DATE- 98
NOTE- 28p.; For related documents, see TM 028 226-231.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; *Age Differences; *Cognitive Processes; Creativity; Educational Theories; Experience; Foreign Countries; Secondary Education; *Secondary School Students; *Self Esteem; *Social Environment; Teaching Methods; Test Construction; Test Reliability; Test Validity
IDENTIFIERS- Elasticity; Mental Representation; *Mindies

How self-esteem is related to social environment and the elastic-plastic processing of mindies was studied in students aged 13 to 16 years. A "mindy" is a unit process of the mind constructed through using a mental shape. Subjects were 12 students aged 13, 31 students aged 14, 31 aged 15, and 6 aged 16 at a secondary comprehensive school in Greater Helsinki (Finland). A questionnaire and a test were constructed for the variables. Bell-shaped curves were assumed to exist for the variables. Reliabilities and validities of the measures were assessed after item analysis, and they proved to be rather reasonable. The process analysis included the construction of the empirical images of the variables, which were analyzed by solving simultaneous differential equations. The results indicate that the obtained exponential functions are linearly related. These results warrant conclusions that the social environment constructs positive self-esteem, which promotes the development of complete elastic-plastic processing of mindies. Speed increases during the process and transfer from an unstable equilibrium to stable equilibrium occurs. Some possibilities to promote development are suggested. Age differences in the relationships among self-esteem, the social environment, and mindy processing are discussed. (Contains one figure, three tables, and seven references.) (SLD)

ED 418 137 TM 028 231

Laasonen, Raimo
On Serial and Parallel Processing Relations of Mindies from an Educational Point of View.
PUB DATE- 98
NOTE- 31p.; For related documents, see TM 028 226-231.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; *Age Differences; *Cognitive Processes; Creativity; Educational Theories; Experience; Foreign Countries; Secondary Education; *Secondary School Students; *Teaching Methods; Test Construction; Test Reliability; Test Validity
IDENTIFIERS- Mental Representation; *Mindies; Parallel

collect information from public and private school administrators regarding their demographic characteristics, academic background, professional training, and attitudes toward school management issues. The NCES reviewed the direction, purposes, and uses of the SASS. As part of this review, this paper discusses the scope, uses, and possible changes to the school administrator component of the SASS from a user's point of view. An overview of the School Administrator Questionnaire is presented across the three separate SASS surveys. Next, an assessment of the current uses of the school administrator data is given, and lastly comments and suggestions for possible changes to the school administrator survey are offered. As a survey of principals, this survey has contributed to an understanding of the school administrator workforce in the United States. To extend the usefulness of the survey, a number of changes are suggested. These include: (1) keep the core items consistent but simplify overly elaborate items; (2) expand the items on inservice and preservice training and solicit information about levels of satisfaction with training; (3) request that principals rank the relative importance of a number of school activities related to their leadership roles; (4) remove items related to principals' perceptions of school problems to make room for new items; (5) retain the locus of control items; and (6) include some questions about principal licensure procedures. (Contains 2 tables and 58 references.) (SLD)

ED 418 156   UD 032 214

Seabrook, Luther W.
School Readiness and Poor Children.
PUB DATE- 97
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Disadvantaged Youth; Elementary Education; *Elementary School Students; Institutional Characteristics; Low Income Groups; *Poverty; School Effectiveness; *School Readiness; *Student Characteristics; *Teacher Education; Urban Schools; Urban Teaching; Urban Youth

More and more frequently, poor families are described in pathological terms. The emphasis is on the deficits that interfere with the education of poor children, rather than the strengths that they can bring to schooling. A focus on the devastating effects of poverty may lead to the belief that poor children are so disadvantaged that nothing can be done to help them. A more appropriate focus is on what the schools should do to be ready for poor children. Research has demonstrated that inadequate preparation for the task of teaching affects achievement in reading, language arts, and mathematics, but may have the most impact on teaching reasoning and thinking skills. Research has also indicated that reading and mathematics achievement is linked to school characteristics, and that student characteristics do not determine performance. The complex ingredients of effective education--high expectations, engaging materials, modern equipment, a demanding curriculum, an orderly environment, strong leadership, and clear goals--all play a part. But the education, training, and experience of a child's teacher may be the most important ingredient of all. Contains 10 references. (SLD)

ED 418 157   UD 032 215

States and a study of the Canadian charter experience in Alberta provide information that should enlighten the political debate over charter schools that is ongoing in Canada, especially in the media. Charter schools in Canada may remain a handful of isolated experiments, or their momentum may grow. Recommendations are made for studying charter school proposals and implementations. (Contains 48 references.) (SLD)

ED 418 174   UD 032 234

Talley, Susan; Martinez, D. Hollinger
Tools for Schools: School Reform Models Supported by the National Institute on the Education of At-Risk Students.
PUB DATE- 98
NOTE- 135p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Curriculum Development; *Educational Change; Educational Research; Elementary Secondary Education; Field Studies; *High Risk Students; *Models; Professional Development; Program Descriptions; Program Effectiveness; Program Implementation; *School Restructuring; Urban Schools
IDENTIFIERS- Office of Educational Research and Improvement

The 27 school reform models presented in this publication have been supported, at some time in their development and dissemination, by the National Institute on the Education of At-Risk Students in the Office of Educational Research and Improvement, U.S. Department Education. As part of its mission, the Institute supports the development of research-based knowledge and strategies promoting excellence and equity in the education of children and youth placed at risk of educational failure. The Institute supports a coordinated and comprehensive program of educational research primarily through national research and development centers, mult-year contracts, and a field-initiated studies program. This publication represents the compilation of information about 27 school reform models that have received support for development, expansion, adaptation, or evaluation through the Institute's research program. The primary purpose of this publication is to provide information to practitioners and policymakers who have decision-making authority for improving the performance of schools with significant at-risk student populations. The information provided on each of the 27 models is intended to give readers a fairly in-depth view of what is required for a school to implement the model. Each model description was prepared by the model's developer through a format developed by the Institute and identifies contact persons and other sources that may be accessed for additional information. The document is divided into three sections: (1) "Comprehensive School Reform Models"; (2) "Classroom and Curriculum Redesign Models"; and (3) "Professional Development Reform Models." The first appendix groups the models by center/program affiliation, grade levels, and educational priorities. The second appendix presents information on the National Institute on the Education of At-Risk Students and its mission, program, and staff. (AA)

ED 418 175   UD 032 235

Reis, Beth
Safe Schools Report of the Anti-Violence Documentation Project from the Safe Schools Coalition of Washington. Will You Be There for Every Child? Fourth Annual Report.

University of California, San Diego (UCSD). It describes the racial and ethnic composition of UCSD applicants, admittees, rejectees, and enrollees, and the racial and ethnic differences in Scholastic Assessment Test (SAT) and high school grade point averages (GPAs) for these groups. The report also provides a detailed summary of the procedures used to generate these results. The analysis and report focus on African Americans, Hispanic Americans, Asian Americans, and Whites, but statistical comparisons were not made with American Indian/Native Alaskan applicants. In 1995, 39% of applicants were Asian Americans, 44% were White, 13% were Hispanic American, and 3% were African American. The racial and ethnic composition of admitted students and of rejected students was similar to that of the profile for applicants. The racial and ethnic composition of enrollees was similar to that of applicants. In 1995, proportionately fewer African American applicants were accepted than Hispanic, Asian, or White applicants. There are two virtually distinct populations of enrollees at UCSD as measured by SAT mathematics scores, with African Americans and Hispanics on one hand and Whites and Asian Americans on the other. There are few overlapping scores between these groups. Verbal SAT scores show more overlap than mathematics scores. The different racial and ethnic groups were almost alike on high school GPA. A look at the graduation rates in previous years indicates that Hispanic and Black students are less likely to graduate in 5 years. It is believed that this difference reflects differences in preparation for college. Results support the view that UCSD weighs grades above test scores in determining admission, and demonstrate the existence of racial preferences in admission, even though students given preference are less likely to graduate in 5 years. (Contains eight figures.) (SLD)

ED 418 192 UD 032 252

Lerner, Robert; Nagai, Althea K.
Racial Preferences at U.C. Berkeley. Racial Preferences in Undergraduate Enrollment at the University of California, Berkeley, 1993-1995: A Preliminary Report, Revised Edition.
PUB DATE- 96
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Admission (School); *Affirmative Action; *Asian Americans; Black Students; *College Applicants; College Entrance Examinations; Competitive Selection; *Enrollment; Higher Education; Hispanic Americans; Minority Groups; Racial Differences; School Holding Power; State Programs; Undergraduate Students
IDENTIFIERS- *Racial Preference; *University of California Berkeley

This report presents selected preliminary findings for the Center for Equal Opportunity's undergraduate admissions project for the University of California, Berkeley, 1993-1995. It describes the racial and ethnic composition of Berkeley enrollees and racial and ethnic differences in Scholastic Assessment Test (SAT) scores and grade point averages. The report also describes in detail the procedures used to generate these results. There is a greater degree of racial preference in the admissions process at Berkeley than is usually assumed. Three enrollee data sets were obtained from the university, with information for each enrollee for the applicant's racial and ethnic groups, high school grade point average (GPA), SAT math

DESCRIPTORS- Cataloging; Curriculum Development; Electronic Libraries; *Futures (of Society); Information Networks; Information Technology; *Library Development; Library Material Selection; *Library Planning; *Library Services; Media Specialists; World Wide Web
IDENTIFIERS- Technology Integration

Adapting today's libraries to better serve tomorrow's needs challenges even the most forward-thinking library staff. This book offers practical, workable solutions from several authorities in the industry. Fifty-five conference papers are included and divided into the following subject areas: "Technology and the Network: Daimons or Demons?"; "Satisfying Our Users"; "The Changing Face of Research"; "Changing Materials, Changing Economies"; "The Future of Intellectual Organization"; and "Our Individual and Collective Futures: The Library as an Organization." Also included are the keynote address by Clifford A. Lynch, "Finding Common Ground," and the all-conference speech by Walt Crawford, "Uncommon Knowledge: Mythbreaking for the Future." A list of demonstrated papers presented at a special no-conflict conference session is also included. (AEF)

ED 417 747 IR 056 975

Henchy, Judith
Preservation and Archives in Vietnam.
PUB DATE- 98
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Archives; Cataloging; Foreign Countries; Information Sources; Library Materials; *Preservation; Reference Materials; *Research Libraries; Training
IDENTIFIERS- Library History; *Vietnam; *Vietnamese Culture

This report, based on visits to Vietnamese libraries and archives between 1987 and 1997, examines the largely unexplored corpus of Vietnamese textual resources in research institutions and libraries there and elsewhere, the associated problems of bibliographic control, and issues of preservation. The following topics are addressed: the history of collections, including decentralized control in the colonial period, dislocation, and contestation and destruction of records; bibliographic control and the Vietnam Union Catalog Project; and preservation, including the physical condition of repositories in Vietnam, conservation imperatives, preservation microfilming activities, and international cooperation. Conclusions and recommendations focus on training, national preservation planning, reformatting, conservation, book production techniques, and legal requirements. A list of Vietnamese institutions and glossary are appended. (AEF)

ED 417 748 IR 056 976

Coleman, James; Willis, Don
SGML as a Framework for Digital Preservation and Access.
PUB DATE- 97
NOTE- 55p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Access to Information; Computer Oriented Programs; *Electronic Libraries; *Information Retrieval; Library

declared race/ethnicity, and whether students earned the associate degree at GC within three years. In addition, data was collected on those who transferred from GC to another two-year college or to a senior college/university. Findings indicated that about one in five of the first-time, full-time students who entered GC in 1994 received an associate degree by the spring of 1997. Fifty-four students received an associate degree from GC within three years, while the remaining 25 completed their degree program in only 2 years. Furthermore, full-time students had higher graduation rates than part-time students, and females had higher rates than males. The study confirmed that GC's graduation rate of 21% is superior to the average three-year graduation rate of 12.6% for two-year colleges within Georgia's university system. Tables of data are provided. (YKH)

ED 417 769 JC 980 159

Lee, Susan, Ed.
The University of Hawaii Community Colleges, 1997.
PUB DATE- 97
NOTE- 82p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Aviation Technology; *Community Colleges; Distance Education; Educational Facilities; Educational Technology; Internet; Job Training; *Local Issues; Program Development; School Holding Power; Service Learning; Student Attitudes; Two Year Colleges
IDENTIFIERS- *University of Hawaii

This document consists of the seven issues of a newsletter concerned with Hawaiian Community Colleges published during 1997. Issue 1 discusses the Maui College Telethon and includes personal stories of academic success. Issue 2 examines distance education and includes descriptions of new programs and facilities for various Hawai'i colleges. Issue 3 discusses how international agreements foster goodwill, the role of the Internet in education, and the shared responsibility of retention. Issue 4 describes the new solar-powered aircraft and Kaua'i Community College's role in assisting NASA with its development. It also includes personal profiles of success and accounts of student participation in community service. Five describes Maui Community College's new "ecocottage," and announces the recipients of teaching awards. Six describes the garden at Kaua'i Community College, which was created to help retrain sugar workers and has resulted in a training program that will benefit the diversified agriculture effort. Issue 7 describes the opening of a new building at Windward Community College and the creation of new programs at Honolulu Community College. (YKH)

ED 417 770 JC 980 163

Maldonado, Carmen
Stenotype Academy, Report 97-T-2.
PUB DATE- 98
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Audits (Verification); Community Colleges; *Compliance (Legal); *Educational Finance; *Eligibility;

Methods; *Technological Advancement; Technology Education; Two
Year Colleges
IDENTIFIERS- Technology Implementation

The 11 essays in this volume discuss integrating technology into the community college campus, review implementation strategies, and describe the possibilities of institutional transformation. The following articles are provided: (1) "Technology as a Catalyst for Reinventing an Institution" (Kathryn J. Neff); (2) "Navigating the Organizational Maze: Reengineering to Advance the Technology Agenda" (Barbara Gellman-Danley and Robert G. Teague); (3) "Using Technology to Transform the College" (Stephen C. Ehrmann); (4) "Learner-Centered Strategy for Investments in Technology in Community Colleges" (Ronald D. Bleed); (5) "Humanizing the Integration of Technology" (Terry J. Moran and Michele Payne); (6) "Planning Comprehensively and Implementing Incrementally in an Age of Tightening Budgets" (John P. Mastroni, Celeste Marie Schwartz); (7) "Project SYNERGY: An Enduring Collaboration for a Common Cause" (Kamala Anandam); (8) "Faculty Compensation and Obligation: The Necessity of a New Approach Triggered by Technology Integration" (Robert D. Allison and David C. Scott); (9) "What are Community Colleges to Do When Disney and Microsoft Enter the Higher Education and Training Market?" (Don Doucette); (10) "A Call for Action" (Kamala Anandam); and (11) "Sources and Information: Identifying and Implementing Technologies for Higher Education" (Janel Ann Soule Henriksen). An index is included. (YKH)

ED 417 788   JC 980 186

Mays, Marilyn Elaine, Ed.
The Genetics Revolution: Programs and Issues for the Community
College. A Monograph Highlighting the Winners of the Exxon
Education Foundation Innovation Awards.
SPONS. AGENCY- Dallas County Community Coll. District, TX.; EXXON
Education Foundation, New York, NY.; League for Innovation in
the Community Coll., Dallas, TX.; North Lake Coll., Irving, TX.
PUB DATE- 98
NOTE- 177p.; Introduction by J. Craig Venter. Proceedings of the
Exxon Education Foundation Innovation Awards (Dallas, TX, March
21-23, 1996).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - Proceedings (021)
DESCRIPTORS- *Community Colleges; *Curriculum Development; *DNA;
Educational Strategies; *Genetics; Program Descriptions;
Program Development; Science Curriculum; *Science Education;
Teaching Methods; Two Year Colleges
IDENTIFIERS- *Human Genome Project

Presented at a 1996 conference on the implications of the Human Genome Project for community and technical colleges, the 30 papers included in this monograph describe methods for incorporating genetics studies into the two-year college curriculum. Among the papers provided are: (1) "Facing the Unknown: The Ethical Challenges of Biotechnology" (J. Buchanan); (2) "Disclosure of Genetic Information to Family Members: Ethical and Legal Implications" (K. Gottlieb); (3) "The Genetics Revolution: Toward a Sense of Ownership" (R. Badra); (4) "'The Twilight of the Golds'": A Paradigm for Ethical Considerations in the Genetics Revolution Discussion" (L. Coleman); (5) "The Third Genie: Genetic Considerations at the Community College Level" (A. Hunt); (6) "Bioethics in the Classroom" (K. Armstrong); (7) "David's Dance: Historical Responses to Genetic Knowledge" (W. Yarbrough and M. Pittman);

The Child Care and Development Block Grant sought to unify what was a fragmented child care system. As part of welfare reform, welfare-connected child care programs were repealed and new child care funding was placed under the aegis of the lead state agency for the Block Grant. This report provides an overview of the strategies that each state, the District of Columbia, and Puerto Rico have developed to use limited resources to address the pressing needs of working families for quality, affordable child care. The report follows the approved State Plan format. Each of the six parts of the report is divided into sections. Within the sections are specific questions, based on the statute and the regulations. Lead Agencies are required to respond to each question, based on guidance in the accompanying Program Instruction. The information presented in this report reflects the actual submissions from each Lead Agency; it is not an analysis of the policies developed by the states to implement the Block Grant. The six parts of the report are: (1) Administration; (2) Developing the Child Care Program; (3) Child Care Services Offered; (4) Processes with Parents; (5) Activities and Services to Improve the Quality of Child Care; and (6) Health and Safety Requirements for Providers. An appendix contains listings of the Child Care and Development Fund Lead Agency contacts. (EV)

ED 417 806 PS 026 358

Hochman, Jere
Thinking about Middle School.
PUB DATE- 97
NOTE- 263p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrator Attitudes; Educational Environment; *Educational Improvement; Educational Innovation; Educational Philosophy; Educational Practices; Educational Principles; Intermediate Grades; Junior High Schools; *Middle Schools; *Reflective Teaching; School Culture; Student Needs; Teacher Attitudes; Theory Practice Relationship
IDENTIFIERS- Middle School Students; Middle School Teachers

This book on middle school uses a very free-form structure to encourage educators to think about middle school's philosophy and purpose, and about how to create a successful middle school. The preface claims that it is not a book "about" teaming, advisory, interdisciplinary units, intramurals, parent-teacher conferences, and other middle school issues, but is rather a book about "thinking about" all these things. The chapters are: (1) "Thinking About"; (2) "Successful Schooling"; (3) "The Challenge: Perspectives on Successful Middle Schools"; (4) "Common Sense: The Middle School"; (5) "It's All Culture"; (6) "Culture: The Litmus Test of Successful (Middle) Schooling"; (7) "Applying the Logic: Principles, Patterns, and Practices"; and (8) "Thinking About Middle School." Throughout the book are comments, lists, assignments, and examples designed to stimulate readers' analysis of middle school and their own school's culture, principles, and practices. The book's main thrust is that middle school should be built around the students, literally and figuratively. (EV)

ED 417 807 PS 026 359

Attitudes; Parent Child Relationship

Taking a sometimes unconventional view of parent-child and family matters, this book contends that the facts of family living do matter--but not to the all-or-nothing degree advocated by some experts. The book disputes many well established beliefs about the importance of family life and maintains that as the sacredness of family relationships is decreased, pressures are relieved. The chapters highlight domestic matters in the form of misunderstandings that interfere with family relationships and what can be done to better cope with such difficult happenings. The chapters are: (1) "Forty-One Irrational Beliefs of Family Living, with Rational Counters and Commentary"; (2) "Examining Your Child's AQ (Appreciation Quotient); (3) "The Role Model Fallacy"; (4) ""Communicating Better and Getting along Worse"; (5) "The Mistake of Linking Favorable Regard for Your Child to Human Worth"; (6) "Never Deprive a Child of the Right To Go Without"; (7) "When Children Double Bind Their Parents"; (8) "Fifteen Unmannerly Actions that Represent Responsible Parenting"; (9) "Minding Less When Your Child Doesn't Mind"; (10) "The Merits of Extracting Emotional Dependency from the Parental Equation"; (11) "With Kids Like That, You Don't Need Enemies"; (12) "Guaranteeing Your Child Opportunity without a Guarantee of Success"; (13) "Why Treat Children the Same When They Are All Different? Individualism Reconsidered"; (14) "Aspire and Inspire: Do It Yourself, Hire Someone Else To Do It, Forbid Your Child To Do It"; (15) "Implications of Fraudulently Living Your Life through Your Child"; (16) "Doing 'To' Your Child vs. Failing to Accept What Can't Be Done 'for' the Child"; (17) "Is Behavior Gone Unnoticed Really Less Likely To Occur?"; (18) "Nature vs. Nurture in Children"; (19) "Loyalty, Love, Obligation, and (Dis)Agreement in Family Relationships"; (20) "Having a Sense of Humor in Proportion to What Ails You as a Parent; (21) "Questioning the Advisability of Unconditional Parental Love"; (22) "Thirty-Four Guidelines for Effective and Efficient Parenting"; (23) "The Ugly Duckling Syndrome"; (24) "When Baby Makes Three: Children as Intrusion"; (25) "Being Able to Order Parents on a Silver Platter"; (26) "Learning Manners from Those Who Have Few"; (27) "Working Yourself Out of a Job While Retaining Its Joys"; (28) Protecting Yourself from the Oppositional-Acting Child"; (29) "The Only Golden Rule of Parenting"; and (30) Wiles of My Own Parenting to Date." An index is included. (HTH)

ED 417 825 PS 026 385

Marcon, Rebecca A.
Impact of Language Deficits on Maladaptive Behavior of Inner-City Early Adolescents: A Longitudinal Analysis.
PUB DATE- 98
NOTE- 9p.; Paper presented at the Biennial Conference on Human Development (15th, Mobile, AL, March 5-7, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adjustment (to Environment); *Behavior Problems; Black Students; Black Youth; *Early Adolescents; Family Structure; Grade Repetition; High School Students; High Schools; Inner City; Language Acquisition; *Language Impairments; Language Skills; Longitudinal Studies; Poverty; Sex Differences
IDENTIFIERS- African Americans; District of Columbia

This study examined language development as a precursor of

*Problem Children; Public Policy; *Social Attitudes; *Social Change; Social Problems; Socialization
IDENTIFIERS- *Attitudes Toward Children; Great Britain; Historical Background; Parental Authority

Based on multi-disciplinary academic research and professional practice, this book is a response to the current political and policy debates in Britain that maintain that "childhood" is in a state of "crisis"; that there is a breakdown in discipline, professional, or parental guidance; and that young people lack any sense of social responsibility. The work relocates the "crisis" in the legitimate challenges to adult authority and control rather than a disintegrating "childhood," and develops a critical agenda focusing on the structural and material realities that oppress young people and systematically deny them access to rights and liberties as active citizens. The chapters of the book are: (1) "'Childhood': An Introduction to Historical and Theoretical Analyses" (Barry Goldson); (2) "'Crisis': The Demonization of Children and Young People" (Howard Davis and Marc Bourhill); (3) "'Families' in 'Crisis'?" (Vicki Coppock); (4) "Prolonging 'Childhood', Manufacturing 'Innocence', and Regulating Sexuality" (Karen Corteen and Phil Scraton; (5) "'Crisis' in the Classroom" (Deena Haydon); (6) "Children in Trouble: State Responses to Juvenile Crime (Barry Goldson); (7) "'Mad', 'Bad', or Misunderstood?" (Vicki Coppock); and (8) "Whose 'Childhood'? What 'Crisis'?" (Phil Scraton. Contains over 570 references. (HTH)

ED 417 844 PS 026 411

Seward, Rudy Ray; Yeatts, Dale E.
Fathers Caring for Children: Research and Resources.
PUB DATE- 97
NOTE- 13p.; Paper presented at the Annual Conference of the National Council on Family Relations (59th, Crystal City, VA, November 9, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Rearing; Family Work Relationship; *Fathers; Marital Satisfaction; *Parent Child Relationship; Parent Education; *Parent Influence; Parenting Skills; Resource Materials; World Wide Web

This paper reviews studies examining the amount of time spent by fathers and mothers in child care activities, characteristics of fathers who spend more time with their children, ways to enhance fathers' child care performance, and the role of parent education in fatherhood. The paper also contains a list of organizations providing resources or training for those interested in fatherhood and family support and a list of World Wide Web resources. The major findings reported in this paper include: (1) most adults agree that parents should equally share child care responsibilities; (2) while mothers still spend more time with children than fathers, the time spent is becoming more equally distributed in terms of supervision and one-on-one activities; (3) most mothers are still in charge of child care, with fathers helping out; (4) the best predictor of the time fathers devote to supervising children was the amount of time parents spent in paid employment, with other predictors including education, race, income, and age and number of children; (5) growing up without a father has negative consequences for children; (6) the work environment and the marital relationship influence fathers' relationship with their the number of resilience factors used. (Contains 43 references.) (KB)

ED 417 862 PS 026 442

Peltzman, Barbara Ruth
Pioneers of Early Childhood Education: A Bio-Bibliographical Guide.
PUB DATE- 98
NOTE- 160p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reference Materials - Bibliographies (131)
DESCRIPTORS- *Biographies; *Child Development; Cognitive Style; *Early Childhood Education; Early Experience; Educational History; Educational Research; *Learning Processes; *Learning Theories; Multicultural Education; Preschool Teachers
IDENTIFIERS- *Developmental Theory

Previous works on educators who built the field of early childhood education do not provide the researcher with primary and secondary sources or information on multicultural educators, nor do they discuss some of the more current leading educators. This reference book provides biographies and bibliographies of selected pre-modern and modern men and women who have made significant contributions to early childhood education. The biographies provide a personal perspective from which to view the primary sources. The biographies are arranged in alphabetical order followed by the primary sources arranged in chronological order. Secondary sources are listed alphabetically according to author and include obituaries, articles, dissertations, and books. Early childhood pioneers listed are: (1) Johann Amos Comenius; (2) John Dewey; (3) Ella Victoria Dobbs; (4) Abigail Adams Eliot; (5) Friedrich Wilhelm Froebel; (6) Arnold Lucius Gesell; (7) William Nicholas Hailmann; (8) Granville Stanley Hall; (9) William Torrey Harris and Susan E. Blow; (10) Elizabeth Harrison; (11) Patty Smith Hill; (12) Amy M. Hostler; (13) Leland B. Jacobs; (14) William Heard Kilpatrick; (15) Lucy Craft Laney; (16) John Locke; (17) Emma Jacobina Christiana Marwedel; (18) Margaret McMillan and Rachel McMillan; (19) Lucy Sprague Mitchell; (20) Maria Montessori; (21) Robert Owen; (22) Elizabeth Palmer Peabody; (23) Johann Heinrich Pestalozzi; (24) Jean Piaget; (25) Caroline Pratt; (26) Alice Harvey Whiting Putnam; (27) Jean-Jacques Rousseau; (28) Alice Temple; (29) Mary Church Terrell and The National Association of Colored Women; (30) Edward Lee Thorndike; (31) Evangeline H. Ward; (32) Lillian Weber; (33) Lucy Wheelock; and (34) Kate Douglas Wiggin. A chronological list of these pioneers is appended. Contains a 20-item bibliography. (HTH)

ED 417 863 PS 026 443

County Data Book 1997: Kentucky Kids Count.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 97
NOTE- 256p.; For 1995 edition, see ED 403 993. For 1996 edition, see ED 408 018.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Adolescents; Birth Weight; Births to Single Women; Child Abuse; Child Neglect; *Children; *Counties; Dropout Rate; Elementary Secondary Education;

Education in the 21st Century. Conference Proceedings of the American Council on Rural Special Education (18th, Charleston, SC, March 25-28, 1998); see RC 021 434.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Assisted Instruction; Higher Education; *Learning Modules; *Material Development; Multimedia Instruction; *Multimedia Materials; Practicum Supervision; Rural Education; Special Education; Special Education Teachers; *Teacher Educator Education
IDENTIFIERS- *Interactive Multimedia; West Virginia University

Multimedia instructional materials represent an important resource for teacher education programs in special education. They enable prospective special educators to observe and study important aspects of professional practice without the time and expense of actual field experiences. Multimedia materials can be a form of anchored instruction or situated learning to help learners relate theory to practice and form useful concepts of important principles. Computer-assisted multimedia is especially appropriate for the design of self-instructional modules. To date, there have been few applications of multimedia for teacher education in special education. Recent innovations in desktop software applications, however, have simplified the development and programming of original multimedia modules tailored by instructors for their own specific instructional uses. At West Virginia University, a development team consisting of a faculty member with content expertise in supervision of special education practicum experiences, a doctoral student with a background in special education and instructional technology, and a video producer with experience in digital video media worked together to develop a series of self-instructional multimedia modules to prepare coordinating teachers and university supervisors for their roles in supervising rural practicum experiences. This paper reports on the development process and the final product. Sections discuss the rationale for multimedia instruction, development of module content and activities, preparation of video and audio segments, and use of desktop computers for multimedia development and production. Contains 47 references. (Author/SV)

ED 417 882 RC 021 436

Thurston, Linda P.; Cauble, Betsy; Dinkel, Janice
Beyond Bells and Whistles: Using Multimedia for Preservice and Inservice Education.
PUB DATE- 98
NOTE- 7p.; In: Coming Together: Preparing for Rural Special Education in the 21st Century. Conference Proceedings of the American Council on Rural Special Education (18th, Charleston, SC, March 25-28, 1998); see RC 021 434.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; Distance Education; Higher Education; *Instructional Effectiveness; Instructional Material Evaluation; *Knowledge Level; *Learning Modules; *Multimedia Instruction; Multimedia Materials; *Professional Education; Rural Education; Self Efficacy; Social Work; *Student Attitudes
IDENTIFIERS- Kansas State University

Education in the 21st Century. Conference Proceedings of the American Council on Rural Special Education (18th, Charleston, SC, March 25-28, 1998); see RC 021 434.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Assistive Devices (For Disabled); Disabilities; Elementary Secondary Education; Higher Education; *Inservice Teacher Education; Mainstreaming; Program Descriptions; *Rural Education; *School Cadres; Special Education; *Special Education Teachers; Staff Development; *Technical Assistance
IDENTIFIERS- Related Services; Virginia

Assistive technology is equipment that improves the functional capabilities of individuals with disabilities. Using assistive technology, children discover they have control over their environment and develop a sense of competence and independence. As special education enrollments increase, more students are using assistive technology, but many school personnel have little training or technical assistance in assistive technology. The Virginia Department of Education has established eight regional training and technical assistance centers (T-TAC) at colleges and universities to provide a variety of professional training options designed to serve small towns and rural schools. Teachers and therapists meet quarterly at technology support networks to receive training and share ideas and experiences, then return to their schools and train others. A week-long institute developed core evaluation teams consisting of special education teachers, therapists, and psychologists for six school systems. Occasional day-long seminars provide ongoing training. Informal workshops provide instruction on how items can be acquired, adapted, or made at minimal or no cost. Each T-TAC operates a lending library that has curriculum materials, guidebooks, videos, computer software, assistive technology devices, augmentative communication devices, and other technology related items. TAC staff often incorporate an on-site technical assistance visit with delivery of the materials. Suggestions are given on starting and funding similar programs. (TD)

ED 417 898 RC 021 452

Medina, Catherine; Jones, Doris; Miller, Susan
Traditional versus Contemporary Navajo Views of Special Education.
PUB DATE- 98
NOTE- 8p.; In: Coming Together: Preparing for Rural Special Education in the 21st Century. Conference Proceedings of the American Council on Rural Special Education (18th, Charleston, SC, March 25-28, 1998); see RC 021 434.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- American Indian Culture; *American Indian Education; Cross Cultural Studies; *Cultural Differences; *Disabilities; Elementary Secondary Education; Intervention; *Navajo (Nation); Parent Attitudes; Reservation American Indians; Social Attitudes; *Special Education; Teacher Attitudes; *Traditionalism
IDENTIFIERS- *Attitudes toward Disabled; Indigenous Knowledge Systems

A survey and interviews examined the beliefs of traditional and contemporary Navajos concerning individuals with disabilities.

when constructing or carrying out the school's mission. The students' persistence in perceiving many educational factors as egocentric and emotive, such as success/failure (academic interaction), fairness (student to teacher relations, classroom climate, and classroom instruction), attitude (motivation), and punitive measures (discipline), is indicative of a psychologically insecure environment. Interventions aimed at clarifying classroom methods, increasing the organizational structure of the classroom instruction, increasing teacher affect in relating the material, and developing a cohesive support network for learning are supported by this research. Recommendations related to common goals, discipline, and democratic decision making are included. (SAS)

ED 417 915   RC 021 469

Burke, Dawn; Lombardi, Thomas P.
Stanford Achievement Tests and Students with Special Needs.
PUB DATE- 98
NOTE- 6p.; In: Coming Together: Preparing for Rural Special Education in the 21st Century. Conference Proceedings of the American Council on Rural Special Education (18th, Charleston, SC, March 25-28, 1998); see RC 021 434.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Achievement Tests; Disabilities; Educational Testing; Elementary Secondary Education; *Individualized Education Programs; Mainstreaming; Rural Schools; *Special Education; *Standardized Tests; *State Regulation; Student Evaluation; *Teacher Attitudes
IDENTIFIERS- Mineral County Schools WV; *Stanford Achievement Tests; *West Virginia

West Virginia Bill 300 (Jobs Through Education Act) requires all students in grades 1-11 to take the Stanford Achievement Test. A minimum of 50 percent of a school's students in grades 3-11 must perform in the third quartile or the school will be considered deficient. A clause in the bill states that all students will be tested except those special education students whose individualized education programs (IEP) exclude them from testing. State Department of Education inclusion and exclusion guidelines state that for a student to receive an 11th-grade warranty, the student must have taken the tests with no modifications. A preliminary test given in the fall of 1996 to 420 students in Mineral County schools showed that all grades in all schools increased in percentile ranks when students with IEPs were eliminated from aggregate scores. Following the test, a survey of general and special education teachers revealed concerns about inclusion of special education students in aggregate test scores; support needed for classroom inclusion; pressure to exclude standardized testing on students' IEPs; and the effect on special education students' self-concept, motivation, and desire to stay in school if excluded from testing. Primary teachers questioned the appropriateness of standardized testing for first and second graders. As a result of generally mandated standardized testing, it is feared that teachers will teach to the test and that special education students will once again become isolated from their peers. (SAS)

ED 417 916   RC 021 470

Whorton, James E.; Fowler, Robert E.; Siders, James A.
The Whole World: Just down the Road.

NOTE- 317p.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Educational Change; Educational Environment; *Educational Resources; Elementary Secondary Education; Evaluation; *Integrated Activities; Learning Activities; *Mathematics Education; Science Curriculum; *Science Education; *Standards; *Technology Education

Developing and improving learning standards has been an important part of education and the state of New York is engaged in a serious effort to raise standards for students. Learning standards have two primary dimensions. Content standards describe what students should know and understand while performance standards define levels of student achievement according to the content. This resource guide has been developed to demonstrate concretely how educators across the state are tackling standards-based teaching and learning and to address important aspects of the teaching and learning process. The guide is divided into three major sections. Part 1, "Planning a Standards-Based Curriculum: Curriculum Essentials," outlines those elements considered essential in planning a standards-based mathematics, science, and technology curriculum. It contains information on strategies for integrating mathematics, science, and technology at various grade levels; suggestions for creating equitable learning environments for all students; and examples of the best mathematics, science, and technology practices from teachers around the state. Samples of locally developed curricula, scope and sequence materials, and assessments are also included. Part 2, "Planning a Standards-Based Curriculum: Learning Experiences," presents standards-based learning experiences developed and reviewed by classroom teachers throughout the state of New York including activities that teachers presently use to bring learning standards to life in the classroom. Part 3, "Planning a Standards-Based Curriculum: Assessment Models," provides teachers with a variety of assessments which have been used in pilot situations; examples of mathematics, science, and technology integrated tasks; and assessment materials developed by teachers and administrators throughout the state. (ASK)

ED 417 934 SE 061 159

Risacher, Billie F., Ed.
Scientists and Mathematicians Become School Teachers.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 136p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - General (020),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Career Change; Career Choice; Higher Education; *Knowledge Base for Teaching; Mathematicians; Program Evaluation; *Science Education; Scientists; Secondary Education; Teacher Education Curriculum; *Teacher Education Programs
IDENTIFIERS- California

A specific nontraditional teacher preparation program for mid-

DESCRIPTORS- Academic Achievement; *Chemistry; *Cognitive Processes; *Constructivism (Learning); Cultural Influences; Educational Strategies; Epistemology; Equal Education; Higher Education; *Minority Groups; Science Curriculum; Thinking Skills; Undergraduate Study

This research study examines the nature of socio-cognitive influences on general chemistry students' learning and success. In this study, "learning" means gaining critical thinking skills and "success" means good academic grades. From a social constructivist and postmodern perspective, learning and success are considered functions of enculturation and empowerment and are measured through a variety of quantitative and qualitative means. The epistemological basis for the study includes principles such as access to knowledge, pedagogical content knowledge, postmodernism, social constructivism, and critical thinking. A discussion of epistemological racism, institutionalized racism, and the context of gender is also included as background to the study. Contains 66 references. (DDR)

ED 417 955 SE 061 262

Din, Feng S.
Direct Instruction in Remedial Math Instructions.
PUB DATE- 98
NOTE- 14p.; Paper presented at the National Conference on Creating the High Quality School (7th, Arlington, VA, March 25-28, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; *Individualized Instruction; *Mathematics Instruction; *Remedial Programs; Teaching Methods
IDENTIFIERS- *Direct Instruction

This study was designed to investigate whether direct instruction applied as a main-instructional strategy with a focused curriculum could help students quickly improve their math basic skills. Nineteen students aged 7-16 years old with math problems received individualized treatments for 3 weeks or 12 hours using pre-test, treatments, post-test as the basic design. Results showed that after the treatments, the students made significant gains in their math basic skills with an average gain of approximately 2.0 in Grade Equivalent score. Findings suggest that the integrated direct instruction approach, when used appropriately, can be both effective and efficient in helping students improve their math basic skills. Contains 12 references. (Author)

ED 417 956 SE 061 263

Silver, Edward A.
Improving Mathematics in Middle School: Lessons from TIMSS and Related Research.
PUB DATE- 98
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Educational Change; *Equal Education; *Instructional Improvement; *Mathematics Achievement; *Mathematics Curriculum; *Mathematics Instruction; *Middle Schools; Secondary Education; Teaching Methods

provides an interactive, stimulating environment in which to learn science. A traditional naturalistic design is employed in this study and a discussion of participant selection, trustworthiness, sources of bias, and document analysis is provided. Cognitive disengagement is defined and identified as an explanation of the results. Excerpts from the data are included to support the conclusions related to school achievement and conceptual understanding. Contains 12 references. (DDR)

ED 417 978 SE 061 312

O'Hara, Susan P.
A Case Study of Attitudinal Effects of Internet Use in a Middle School Integrated Science Curriculum.
PUB DATE- 98
NOTE- 12p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (71st, San Diego, CA, April 19-22, 1998). This study was funded in part by a grant from the Texaco Foundation.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Uses in Education; Educational Strategies; Grade 5; *Integrated Curriculum; Intermediate Grades; *Internet; Middle Schools; Science Curriculum; *Science Education; *Student Attitudes; *Technology; World Wide Web

This study seeks to observe and record the impact of the Internet as an educational tool on fifth grade students' (N=95) attitudes towards and behavior while interacting with this technology. The students attend a rural elementary school that is part of a study to implement a community-based, technology-enhanced, integrated curriculum. Working in pairs in a computer lab, students answered questions on worksheets pertaining to each web site they explored on a guided tour. Observation of student behavior was conducted using field notes and a video camera. Analysis indicates that students appear to become increasingly stimulated as they progress through the exploration. Students also completed a survey at the end of the school year that measures attitudes toward the activity. Results indicate that regardless of the students' level of experience, no signs of intimidation by the technology are observed and some students seem further empowered to use the technology. (Author/DDR)

ED 417 979 SE 061 314

Norman, John; Stein, Mary; Moussiaux, Sandra; Clay-Chambers, Juanita
The Effect of the Detroit Urban Systemic Initiative on Perceived Instructional Practice and Curriculum Adequacy.
PUB DATE- 98
NOTE- 27p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (71st, San Diego, CA, April 19-22, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Academic Standards; *Constructivism (Learning); *Educational Change; *Educational Strategies; Elementary Secondary Education; Hands on Science; Inquiry; Mathematics Curriculum; *Mathematics Instruction;

Meeting and Acting Globally and Locally" (Robin J. Burns); and (22) "Dreamers Appear to Be Practical Realists: Peace Education as a 'Grand Narration'" (Robert Aspelagh). (EH)

ED 418 000 SO 028 127

North America Today: A Reproducible Atlas. 1995 Revised Edition.
PUB DATE- 95
NOTE- 277p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Atlases; Demography; Economic Development; Elementary Secondary Education; Foreign Countries; *Geography; Map Skills; *Maps; *North American Culture; *North American History; *North Americans; Social Studies; Tables (Data)
IDENTIFIERS- Canada; Mexico; *North America

This book contains illustrative maps, tables and graphs depicting North America's: size; population; resources; commodities; trade; languages; religions; cities; environment; food and agriculture; schooling; jobs; energy; industry, demographic statistics; women; aspects of government; and territorial disputes. Sections of the book include: (1) "The Land and Population Figures"; (2) "Cities and Countries"; (3) "People" (Languages, Literacy, Ethnic Groups, Demographic Statistics and Projections, Population Age, and Women); (4) "Resources, Agriculture, Land Use, Products, Trade, Energy" ; (5) "Aspects of the National Governments, Overviews of National Economies, Current Territorial Disputes, Steel, Automobiles, Oil, Electricity"; (6) "Canada, Mexico, and the United States by Province/State" and (7) "Individual Country Maps." (EH)

ED 418 001 SO 028 332

Ellis, Arthur K.
Teaching and Learning Elementary Social Studies. Fifth Edition.
PUB DATE- 95
NOTE- 392p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Childrens Literature; Elementary Education; *Elementary School Curriculum; Higher Education; Preservice Teacher Education; *Social Studies; Teacher Education; Teaching Guides; Teaching Methods; Textbook Content; *Textbooks
IDENTIFIERS- Trade Books

This textbook is intended for preservice elementary teachers and it addresses the content and methodology of social studies teaching. The 15 chapters include: (1) "Ideas, Definitions, and Trends"; (2) "Developmental and Psychological Dimensions"; (3) "Integrating the Social Sciences"; (4) "How Teachers Approach Social Studies"; (5) "Teaching and Learning Strategies"; (6) "Planning for Learning"; (7) "Doing Inquiry: Children as Researchers"; (8) "Evaluating Student Progress"; (9) "The Project Approach to Social Studies"; (10) "Making and Interpreting Maps"; (11) "Integrating Reading, Writing, and Children's Literature"; (12) "Teaching and Learning Responsible Citizenship"; (13) "Teaching Values and Moral Development";

Education" (Jane A. Berndt). A complete conference program follows the papers section. (EH)

ED 418 022 SO 028 561

Davis, Chuck, Ed.; DeAngelis, Tony, Ed.
Labor Studies Curriculum for Teachers.
PUB DATE- 90
NOTE- 184p.; Some pages may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Child Labor; Elementary Secondary Education; *Labor; Labor Conditions; Labor Demands; Labor Force; Labor Problems; Laborers; Social Studies; *Unions; Work Environment

This book contains 16 units with 1 to 6 lessons per unit. A wide range of subject areas regarding workers and organized labor are addressed with lessons for both primary and secondary education levels. Though the focus is predominantly on grades 1-6, the curriculum can be modified to apply to various grade levels. Unit titles include: (1) "Child Labor"; (2) "The Nature of Work"; (3) "Defining Unionism"; (4) "Advantages of Being a Union Member"; (5) "The Purposes and Functions of Unions in America"; (6) "The Employee-Employer Relationship"; (7) "Labor Day"; (8) "Women in the Workplace"; (9) "Labor--A Cultural/Historical Perspective"; (10) "Interview a Union Member"; (11) "Making Posters"; (12) "Courage--A Study of the Labor Movement through Art"; (13) "Singing Labor Songs"; (14) "Labor Issues Role Play"; (15) "Reading Novels"; and (16) "Implications of Technology." (EH)

ED 418 023 SO 028 578

Merz, Carol
Modern Notions of Community.
PUB DATE- 97
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Citizen Participation; *Citizenship; Citizenship Education; Civics; *Community; Community Change; Community Involvement; Elementary Secondary Education; Higher Education; Modern History; *School Community Relationship

This paper addresses the changing definitions of "community" as addressed in the research literature. Beginning with Tocqueville's description of individuality in the United States, the paper identifies the following designations for the term "community": (1) "Modern Communitarians"; (2) "Communities of Memory"; and (3) "Moral Commitment and Responsibility." The paper also addresses critical views of the problems of power and difference by examining "Communities of Choice" and "Communities and Otherness." The paper reviews the role of civic life and discusses thinkers, such as Arthur Schlesinger, advocating a new covenant and those seeing conflict and ambiguity in developing modern identities. The paper concludes with challenging questions regarding the roles of school in and is not considered to be comprehensive for all grade levels and in all areas. The guide includes scope and sequence of instruction and a core of art lessons. The sample lessons suggested in the guide provide a model to assist teachers in developing additional lessons for each of the art elements. Goals and objectives are provided for each grade level. Each lesson contains sample questions to guide the students in the evaluation of their own work and the works of others in relation to the objectives of the lesson. (Contains a glossary of art terms and a list of numerous and varied art resources for both teachers and students.) (EH)

ED 418 045   SO 028 738

Macdonald, Maritza B.
Leveling the Field: Methodologies That Support Democratic Processes in Multicultural Supervisory Contexts.
PUB DATE- 97
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 25, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Constructivism (Learning); Democracy; Elementary Secondary Education; Higher Education; Justice; Leadership; Learning Theories; *Multicultural Education; *Supervision; Teaching Methods

This research report identifies conditions and methods that focus on the daily classroom events of experienced teachers whose equity pedagogy results in effective teaching of students from diverse racial, ethnic, and social class groups. The research suggests that such methods elicit the kinds of dialogue that enrich the knowledge of all those who engage in these processes. The findings are based on four different studies of teacher/researcher collaborations which included a total of 25 experienced teachers. The studies outline a handful of research methodologies that foster constructivist conversations about the kinds of knowledge, attitudes, and dispositions required for effectively teaching all students. The conclusions suggest that these methods make teacher knowledge explicit and at the same time expand the supervisor/researcher's own knowledge based about equity pedagogy. (EH)

ED 418 046   SO 028 742

Atmore, Eric
Affordable Early Childhood Development Provision for Preschool Children in South Africa.
PUB DATE- 96
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; Compensatory Education; Early Experience; *Early Intervention; Educational Philosophy; Foreign Countries; *Intervention; Preschool Children; *Preschool Education
IDENTIFIERS- *South Africa

This paper explores the realities of provision of services to the youngest children of South Africa. Where early childhood programs do exist they are neglected and of poor quality. Strong arguments exist for early childhood development (ECD) teachers, education faculty, teacher education graduates, employers of Central-educated teachers, and graduates who completed MSE and EdS degrees in education. Results revealed that 58 percent of Central's previous year's graduating class secured full-time teaching positions within Missouri. Central teacher education graduates, first-year and second-year only, were employed in 181 of Missouri's 525 districts. Most student teachers were white, female, full-time students. They rated non-Western philosophies and cultures as their weakest academic area. The average salary for Central graduates was $23,177. Most of the first and second year teachers planned on teaching 5 or more years from now. Teachers' top area of dissatisfaction in their current positions were level of support from parents and community, salary/fringe benefits, and opportunities for professional advancement. Teachers had limited professional production in the area of scholarship/research and reported limited classroom use of technology. Most employers felt that Central-trained teachers were strongly prepared for their current positions. The TEAC surveys are appended. (SM)

ED 418 064   SP 037 854

Allan, Jim
The Persistent Fewness of Men Elementary Teachers: Hypotheses from Their Experiences.
PUB DATE- 97
NOTE- 28p.; Paper presented at the Annual Meeting of the Midwest Sociological Society (1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Collegiality; Elementary Education; *Elementary School Teachers; Equal Opportunities (Jobs); *Males; Personnel Selection; Principals; Sex Differences; *Sex Stereotypes; *Teacher Administrator Relationship; Teacher Employment; Teaching (Occupation)
IDENTIFIERS- Iowa

Male teachers constitute only 12 percent of the elementary teaching workforce. This low number persists despite nearly a century of work to increase their numbers. This paper outlines various hypotheses generated from collaborative interviews with 15 Iowa elementary teachers. Section 1 examines the assumed advantage men have in affirmative hiring, which the interviews indicate is self-limiting and can create several disadvantages. Section 2 explores men's experiences of conflict in the gendered power structure of elementary schools, highlighting gender conflict with male principals and conflict with female co-workers. All of the men in the study described their own resistance to women's work. They resisted de-skilling and asserted independent judgment; were scornful of rationalization and top-down prescribed curricula; and were impatient with intensification, which they felt distracted from and displaced the school's true goal of focusing on the big picture. In resisting these aspects of women's work, male teachers experienced conflict with veteran and nominally successful women teachers, who had accepted and internalized the institutional definition of teaching as professional behavior. The need to get along with women colleagues and challenges to men's legitimacy as elementary teachers were felt acutely by men because of their small numbers and social isolation within the school. Being the first or the only man, though it carried advantages, isolated men as tokens. (Contains 21 references.)

district partnerships. Chapter 5, "Educational Practitioners' Use of Research: Expanding Conventional Understandings" (R.B. Stevenson), notes that the dominant approach to research assumes a top-down relationship between theory and practice, which is mirrored in relationships between university researchers and practitioners. Chapter 6, "Where Are We Going?" (S.L. Jacobson, C. Emihovich, J. Helfrich, H.G. Petrie, and R.B. Stevenson), discusses implications of work in the field and how it can inform activities currently occurring at one graduate school of education. (SM)

ED 418 081 SP 037 872

Marlowe, Bruce A.; Page, Marilyn L.
Creating and Sustaining the Constructivist Classroom.
PUB DATE- 98
NOTE- 203p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Active Learning; Change Strategies; *Class Activities; *Classroom Techniques; *Cognitive Development; Computer Uses in Education; *Constructivism (Learning); Diversity (Student); Educational Change; Educational Technology; Elementary Secondary Education; Inclusive Schools; Multiple Intelligences; Regular and Special Education Relationship; Student Evaluation; Students; Teachers; Teaching Methods

This book addresses key issues that teachers raise about creating and sustaining constructivist classrooms, providing practical tips, techniques, and examples to allow step-by-step implementation of constructivism and ongoing evaluation of student progress. The book gives directions for use at any grade level and includes checklists to evaluate progress along the way. It provides practical assistance with issues related to inclusion, gifted and talented education, classroom management, technology integration, administration, parents, and the community. Chapter 1, "Armed and Dangerous: A Cautionary Tale," explains one new teacher's experiences in the reality of high school. Chapter 2, "Back to the Future," discusses what constructivism is, research results, and changing from traditional to constructivist classrooms. Chapter 3, "Coming of Age: The Active Learning Movement," explains the activity and active learning movements. Chapter 4, "Look before You Leap," discusses how to investigate your own classroom before moving forward. Chapter 5, "Back to the Real Basics," discusses the content/process question and how to get back to the basics, touching on multiple intelligences. Chapter 6, "Getting Your Feet Wet," outlines three models. Chapter 7, "Diving In: Teachers Tell Their Stories," presents various teachers' experiences. Chapter 8, "Untangling the Web: Technology in the Constructivist Classroom," examines technology use in constructivist classrooms. Chapter 9, "Making the Most of the Classroom Mosaic," describes how to work with diversity. Chapter 10, "Redemption and Bon Voyage," revisits the teacher from the first chapter and asks questions about creating constructivist classrooms. (Contains 128 references.) (SM)

ED 418 082 SP 037 873

computer-based architecture for an integrated assessment system. The CRESST integrated simulation is an approach to assessment that incorporates computer- and paper-based assessments of students who engage in complex, constructed-response tasks based on real world contexts. Assessment occurs throughout the task and covers one or more components of the CRESST model of learning. The second major activity was a review of automated approaches to scoring constructed-response tasks. Candidate approaches to computer-based scoring of essays and paper-based concept maps are identified. The dissemination activities of CRESST in the review period have been mainly conference participation and technology demonstrations. Other activities focused on basic research underlying cognitive issues and concept planning of how CRESST technology could support school-level and district-level planning and distance learning. An appendix lists dissemination products, conferences, and demonstrations. (Contains 8 tables, 5 figures, and 34 references.) (Author/SLD)

ED 418 100 TM 028 194

O'Neil, Harold F., Jr.; Klein, Davina C. D.
Feasibility of Machine Scoring of Concept Maps.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Automation; *Computer Assisted Testing; *Concept Mapping; Cooperation; *Educational Technology; Performance Based Assessment; *Scoring; *Test Scoring Machines
IDENTIFIERS- Center for Research on Eval Standards Stu Test CA

This report documents progress at the Center for Research on Evaluation, Standards, and Student Testing (CRESST) on the feasibility of scoring concept maps using technology. CRESST, in its integrated simulation approach to assessment, has assembled a suite of performance assessment tasks (the integrated simulation) onto which they have mapped the types of learning expected of students. One element of the integrated simulation is an online concept mapping construction and scoring system. A concept map is a graphical representation of information consisting of nodes and labeled lines. The nodes correspond to concepts in a subject area or domain, and lines indicate a relationship between pairs of concepts. Concept mapping software has been developed to permit students to construct concept maps and to provide real-time scoring and feedback to students based on an expert's map. An expert criterion map is used to score students' concept maps. CRESST has also studied the viability of using collaborative concept mapping in a networked computer environment as an assessment tool. Ongoing research suggests that both types of concept map use are promising. A feasible solution for schools without extensive computer resources is suggested through computerized scoring of paper-and-pencil administered concept maps. Several technologies for this purpose that CRESST has explored are described. (Contains 2 tables, 3 figures, and 12 references.) (SLD)

ED 418 101 TM 028 195

Chung, Gregory K. W. K.; O'Neil, Harold F., Jr.
Methodological Approaches to Online Scoring of Essays.

(7) "Performance-Based Assessment"; (8) "Reading"; (9) "Written Language"; (10) "Oral Language"; (11) "Mathematics"; (12) "Development of Young Children"; (13) "Cognitive Ability"; (14) "Adaptive Skills"; (15) "Problem Behavior in the Classroom"; (16) "Sensory and Motor Abilities"; (17) "Youth in Transition"; (18) "Interpreting Tests and Writing Reports"; and (19) "Implementing Program Evaluation." Each chapter contains references. (Contains 72 tables and 133 figures.) (SLD)

ED 418 118 TM 028 212

Freidlin, Boris; Salvucci, Sameena
Empirical Evaluation of Social, Psychological, & Educational Construct Variables Used in NCES Surveys. Working Paper Series.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 95
NOTE- 84p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Construct Validity; *Data Collection; Educational Environment; Elementary Secondary Education; Factor Analysis; Locus of Control; *National Surveys; *Reliability; *Research Methodology; Self Concept; Socioeconomic Status; Test Items; *Validity
IDENTIFIERS- *Constructs; Empirical Research; National Education Longitudinal Study 1988; Schools and Staffing Survey (NCES); *Variables

The purpose of this study was to provide an analysis and evaluation of composite variables in the National Education Longitudinal Study of 1988 (NELS:88) and School and Staffing Survey (SASS) in a way that provides guidance to the staff of the National Center for Education Statistics (NCES) in the more effective use of survey resources. The study provides ways of understanding the contributions made by individual survey items through an appraisal of the contributions they make to composite measures of which they are a part. It also shows how composite variables may provide more reliable measures of the concepts of interest than do individual survey items, and how they permit the more effective summarization and communication of survey results. The composite variables examined include: (1) self-concept and locus of control; (2) socioeconomic status; and (3) school climate. Additional variables designated by NCES and variables found to be of interest during the course of the study were also analyzed. The guiding question was whether a particular variable contributed to or detracted from the efficacy of a composite variable. The strategy followed in the study used several factor analyses followed by calculation of reliability and validity estimates on a given composite variable. While the field costs of surveys have escalated, the computer has made analysis comparatively quick and cheap, making it cost effective to conduct a variety of analyses of survey items and their composites. A summary of the analyses is included. (SLD)

ED 418 119 TM 028 213

Mullens, John E.
Classroom Instructional Processes: A Review of Existing Measurement Approaches and Their Applicability for the Teacher Followup Survey. Working Paper Series.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.

Processing; Serial Integration

A study was conducted to inquire into serial and parallel relations of information processing. A hypothesis was derived from earlier studies, and it was assumed that serial processing exceeds parallel processing in time. A figure-type test was constructed with two items. The reliability of the measure was examined with the coefficient of alienation against a random criterion. Validity of the measure was examined with the goodness of fit of the relation structures. The subjects were 96 secondary comprehensive school students in Finland, and they were divided into 13-, 14-, 15-, and 16-year-old age groups. The analysis of processing consisted of a base line definition and the eigensystem solutions in each age group and between them. The results indicate a slight corroboration of the hypothesis with some exceptions. Thus the process of serial and parallel processing emphasizes the development of the control part or of the serial processing during time. A didactical process application was shown from the basis of the findings, and some shortcomings of educational theory construction are expressed. (Contains four tables, two figures, and two references.) (Author/SLD)

ED 418 138 TM 028 232

Burns, Matthew
Interpreting the Reliability and Validity of the Michigan Educational Assessment Program. Fact Finding on the Michigan Educational Assessment Program.
PUB DATE- 98
NOTE- 15p.; Report of the Standing Committee for the Michigan Association of School Psychologists.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Achievement Tests; Criterion Referenced Tests; Elementary Secondary Education; Hispanic Americans; *Psychometrics; Standardized Tests; *State Programs; *Test Reliability; Test Use; Test Validity; *Testing Programs
IDENTIFIERS- Michigan; *Michigan Educational Assessment Program

The psychometric properties of the testing tools of the Michigan Educational Assessment Program (MEAP), the state standardized testing program, are examined. Reliability studies have indicated that the scores from the MEAP, ranging from 0.654 to 0.949, are generally acceptable. The State Department of Education offered supporting evidence for the tests' criterion and construct validity and further concluded that no criterion evidence could be offered, since no other test matched the purpose of the MEAP. An independent evaluation by the Saginaw public schools (Michigan) suggested a generally low criterion validity for the story selection test and poor validity for Hispanic students. The remaining tests fell below an acceptable level for criterion validity. Another factor in considering the validity of the MEAP is the high stakes nature of the testing program, with its consequences for school districts. This may lower the validity of scores. Another factor is the exclusion of special education students. Overall, the MEAP has some advantages, but its tests have not demonstrated adequate reliability or validity to make decisions about individual students, asses writing skills adequately, assess Hispanic students, or make decisions about district or teacher effectiveness. Some alternatives to the MEAP's use are offered. (Contains 3 tables and 26 references.) (SLD)

ED 418 139 TM 028 234

Townsend, Tony
Victoria's Schools of the Future: Lessons for Community Educators.
PUB DATE- 95
NOTE- 19p.; Paper presented at the National Community Education Association Meeting (Atlanta, GA, December 7, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Community Development; Decentralization; Economic Factors; *Educational Change; Educational Improvement; *Elementary Secondary Education; Foreign Countries; *Futures (of Society); Needs Assessment; *School Based Management; State Programs; Technological Advancement
IDENTIFIERS- *Australia (Victoria)

When the new government of the Australian state of Victoria was elected in 1992, it began the most radical change to an education system in the history of the country, introducing the Schools of the Future initiative. The underlying rationale, which has its roots in 20 years of experience in Victoria, is that quality outcomes of schooling can only be assured when decision making takes place at the local level. The Schools of the Future program has been implemented in stages, with schools formulating a key feature of the program, a charter at different times. Through the school charter, school communities have the opportunity to determine the future character and goals of the school. School councils determine the educational policies of the school within the framework of the school charter, which is approved by the state Board of Studies. A new funding structure has been established for the Schools of the Future, with a formula-based model of a base element and an equity element based on student characteristics. Financing has been set aside to improve the technological capacity of the Schools of the Future. With all these changes, the self-management of the schools depends on the focus of each school on the needs of its community. A core-plus model of education, with a state-mandated core curriculum and community-determined pluses, might be the way to ensure responsiveness to the needs of the particular community. Schools could become the focus for community development for the whole of the community as well as the educational programs of children. (Contains 18 references.) (SLD)

ED 418 158 UD 032 216

Townsend, Tony; Kelly, Howard; Pascoe, Susan; Peck, Frank
Schools of the Future and Beyond.
PUB DATE- 98
NOTE- 30p.; Paper presented at the International Congress for School Effectiveness and Improvement (11th, Manchester, England, United Kingdom, January 5, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Charter Schools; *Decentralization; Economic Factors; *Educational Change; Educational Improvement; *Elementary Secondary Education; Equal Education; Foreign Countries; *Futures (of Society); Needs Assessment; *School Based Management; School Restructuring; State Programs; Technological Advancement
IDENTIFIERS- *Australia (Victoria)

In recent years there has been a substantial change in the way

PUB DATE- 97
NOTE- 36p.; For the accompanying resource guide, see UD 032 236.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- American Indians; Elementary Secondary Education; *Homophobia; *Homosexuality; *Incidence; *Partnerships in Education; Responses; *School Safety; Sexual Harassment; Surveys; *Violence
IDENTIFIERS- *Washington

The Safe Schools Coalition of Washington is a public-private partnership of 90 offices, agencies, and organizations, as well as many individuals. The Coalition's Anti-Violence Documentation Project is an ongoing statewide qualitative study examining the phenomenon of anti-gay sexual harassment and violence in kindergarten through grade 12. In the first 4 years of this 5-year study, over 90 incidents have been reported to the Project. They have come from at least 59 public schools, including 1 reservation school, and 1 private school, in 30 school districts and 9 counties. They have included 8 gang rapes and 19 physical assaults. There have been 14 incidents of physical harassment or sexual assault short of rape and 34 incidents of ongoing verbal and other harassment. Of the total reported incidents, 41 were considered serious enough to warrant possible criminal allegations. In half the reported incidents, where there were adult witnesses, the adults stood by in silence. These reports are undoubtedly a small subset of all antigay harassment in Washington State, but they provide a portrait of the range of anti-gay bullying activities and the response of adults. Part 2 of the report reviews some quantitative studies of actual prevalence of harassment of gay and lesbian students. One of these studies, the Seattle Teen Health Risk Survey, was actually conducted in Washington in 1995. (Contains one table and four figures.) (SLD)

ED 418 176 UD 032 236

The Safe Schools Resource Guide from the Safe Schools Coalition of Washington. Will You Be There for Every Child?
PUB DATE- 97
NOTE- 43p.; For the accompanying project report, see UD 032 235.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; *Homophobia; *Homosexuality; *Incidence; Partnerships in Education; *Resources; Responses; *School Safety; Sexual Harassment; Surveys; *Violence
IDENTIFIERS- *Washington

The Safe Schools Coalition of Washington is a public-private partnership of 90 offices, agencies, and organizations, as well as many individuals. The Coalition's Anti-Violence Documentation Project is an ongoing statewide qualitative study examining the phenomenon of anti-gay sexual harassment and violence in kindergarten through grade 12. This resource guide makes some suggestions about what schools and citizens should be doing to prevent or reduce the harassment of gay or lesbian students and it lists agencies and organizations that can serve as resources, as well as some other resources to help maintain school safety for all students. Part 1 contains recommendations and verbal scores, and best achievement test scores. At Berkeley, no single racial and ethnic group was a majority of enrollees, but Asian Americans represented 40.9% of the entering class, Whites were 32.8%, and 17.1% were Hispanics. African Americans comprised 7.2% of enrollees and American Indians, 2%. The Berkeley data show substantial differences in enrollee qualifications among ethnic groups, including differences in SAT verbal and mathematics scores, and in high school GPA. There were small differences between White and Asian American enrollees. In contrast, the differences between White and Asian enrollees and African American enrollees are so substantial as to suggest that these groups of enrollees are selected from entirely distinct academic populations. The gaps between White and Asian American enrollees and Hispanic enrollees are smaller, although they are still substantial. For every variable, a distinct rank order of ethnic group performance emerges. Asian Americans or Whites are at the top, with Asian Americans scoring higher than Whites in SAT math scores and high school GPAs. These two groups are always followed by American Indians, who generally score higher than Hispanics, except for GPAs. African Americans consistently have the lowest scores. The analysis indicates that a massive degree of racial preference in admissions policy exists at Berkeley. (SLD)

ED 418 193   UD 032 253

Lerner, Robert; Nagai, Althea K.
Racial Preferences in Colorado Higher Education. Racial Preferences in Undergraduate Admissions at the Public Colleges and Universities of Colorado.
PUB DATE- 97
NOTE- 50p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Admission (School); *Affirmative Action; Asian Americans; Black Students; *College Applicants; College Entrance Examinations; Competitive Selection; *Enrollment; Higher Education; Hispanic Americans; Minority Groups; *Public Colleges; Racial Differences; School Holding Power; State Programs; State Universities; Undergraduate Students
IDENTIFIERS- *Colorado; *Racial Preference

This study examines the extent to which racial preferences are used in Colorado's 12 public colleges and universities and attempts to determine how the elimination of racial preferences would affect enrollment patterns in these schools. It uses actual admissions data from the State Commission on Higher Education. Detailed analysis shows that all public colleges and universities in Colorado use racial preferences in undergraduate admissions to increase black enrollment. There was no school at which the black median Scholastic Assessment Test (SAT) score, American College Testing Program score (ACT), or grade point average (GPA) was higher than the white median in 1995. Most of the public colleges and universities in Colorado use racial preferences to increase Hispanic enrollment. There were only a few schools at which whites did not have a higher median SAT or ACT score, or GPA, than Hispanic American students in 1995. Asian Americans appeared to receive very few or no preferences at all. Schools using racial preferences routinely reject White and Asian American students who have higher test scores and grades than Black and Hispanics who are admitted. The greatest preferences tend to be granted at the state's most competitive schools. It is concluded that

Automation; Online Catalogs; *Preservation; Standards
IDENTIFIERS- Digital Technology; *SGML

This report explores the suitability of Standard Generalized Markup Language (SGML) as a framework for building, managing, and providing access to digital libraries, with special emphasis on preservation and access issues. SGML is an international standard (ISO 8879) designed to promote text interchange. It is used to define markup languages, which can then encode the logical structure and content of any so-defined document. The connection between SGML and the traditional concerns of preservation and access may not be immediately apparent, but the use of descriptive markup tools such as SGML is crucial to the quality and long-term accessibility of digitized materials. Beginning with a general exploration of digital formats for preservation and access, the report provides a staged technical tutorial on the features and uses of SGML. The tutorial covers SGML and related standards, SGML Document Type Definitions in current use, and related projects now under development. A tiered metadata model is described that could incorporate SGML along with other standards to facilitate discovery and retrieval of digital documents. Endnotes and a bibliography provide further resources. Appendices include: a discussion of practical concerns related to the uses of SGML in conversion and authoring projects, descriptions of markup format and SGML tools, and a vendor's look at cost metrics. The report concludes that SGML meets current preservation and access requirements for digital libraries and that SGML solves the widest range of archival database problems today: SGML is a standard; it is non-proprietary and platform-independent; and it allows rich, full access to content-based digital documents. The SGML framework should be seriously considered when planning digital library projects. (Author)

ED 417 749 IR 056 977

Weber, Hartmut; Dorr, Marianne
Digitization as a Method of Preservation? Final Report of a Working Group of the Deutsche Forschungsgemeinschaft (German Research Association).
PUB DATE- 97
NOTE- 33p.; Cover title: Digitization as a Means of Preservation? Translated from German to English by Andrew Medlicott.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Information; Archives; Foreign Countries; Information Management; *Information Storage; Information Technology; *Microfilm; *Microreproduction; Nonprint Media; *Preservation; *Reference Materials
IDENTIFIERS- *Digital Technology; *Germany

The German Research Association (DFG) is actively involved in preservation of research materials; it takes the view that in preservation, the enormous potential of digitization for access should be combined with the stability of microfilm for long-term storage. A working group was convened to investigate the technical state of digitization of microfilm and the changing compatibilities of microforms and digital conversion forms. This report documents the state of development and offers recommendations to serve as technical and organizational guidelines for filming and conversion projects (particularly those in the public domain). Chapters in this report are: (1) Should Endangered Books and Archives Be Filmed or Digitized?;

*Financial Audits; Financial Services; Financial Support; Student Certification; *Student Financial Aid; Two Year College Students; Two Year Colleges
IDENTIFIERS- New York; New York State Higher Education Services Corp; *Tuition Assistance Program NY

This document, from the State of New York's Office of the State Comptroller, contains the results of an audit on the records and procedures used in administering the Tuition Assistance Program (TAP) at Stenotype Academy (Stenotype) for academic years 1993-94 through 1995-96. It states that Stenotype was overpaid $230,478 because school officials incorrectly certified students as eligible for TAP awards. From the statistical sample, 18 awards totaling $17,719 were disallowed. A statistical projection of the audit disallowances to the entire student population resulted in an audit disallowance of $213,192. Sixteen awards outside the sample period were also disallowed for $17,286. It is recommended that the Higher Education Services Corporation (HESC) recover the total amount of $230,478 plus applicable interest from Stenotype. The document provides background information on Stenotype, a two-year, proprietary degree-granting school in Manhattan, and discusses the audit's scope. It provides a table summarizing the disallowances that resulted from the audit, then describes in detail the different disallowance categories. These include students who are not in good academic standing, not properly matriculated, not in full-time attendance, and who have over-certified tuition to HESC. It also discusses refunds not paid to students and provides recommendations for the HESC and State Education Department. (YKH)

ED 417 771 JC 980 164

Fusch, Gene E.
The Community College of the Twenty-First Century.
PUB DATE- 96
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; Articulation (Education); *Community Colleges; Curriculum Development; Diversity (Institutional); *Educational Development; Educational Finance; Educational Objectives; Educational Philosophy; *Educational Planning; Foreign Countries; *Futures (of Society); General Education; Institutional Advancement; Institutional Autonomy; *Institutional Mission; *Institutional Role; Job Training; Organizational Objectives; Partnerships in Education; Transfer Programs; Two Year Colleges; Vocational Education

From their beginnings, community colleges have evolved and continually improved their mission to better serve community residents. Previously, two-year colleges were mainly private institutions, committed to occupational and professional preparation, general education, and academic transfer. After 1965, legislation provided federal funds to colleges, allowing great increases in enrollment. Two-year colleges evolved from mere extensions of high school to collegiate junior colleges, then to complex governance and funding structures, and finally to comprehensive community colleges that emphasize educational quality and diversity. During its early years, the community college's role was unclear, with some emphasizing liberal arts and transfer to four-year institutions, and others focusing on vocational and technical training. Presently, both American and Canadian community colleges are reevaluating their

(8) "Educating the Educators: The Genetics Revolution in the Community College Setting" (J. Dario-Becker); (9) "Field of Dreams--'Build It and They Will Come': Building a Program in Genetics at the Community College" (C. Urbano); (10) "Chromosomes: The Crucial Road Maps for Molecular Genetic Studies" (D. Dailey); (11) "Transgenic Crops: New DNA in Your Food" (P. Mangum); and (12) "Incorporation of the Human Genome Project into a Human Genetics Course for Allied Health Fields" (K. Finer). The conference program is appended. (BCY)

ED 417 789 JC 980 187

Vaughan, George B.; Weisman, Iris M.
The Community College Presidency at the Millennium.
PUB DATE- 98
NOTE- 188p.; Foreword by Donald E. Puyear.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrator Attitudes; *Administrator Characteristics; College Administration; *College Presidents; *Community Colleges; Comparative Analysis; *Educational Background; *Employment Experience; Females; Leadership Qualities; Males; Minority Groups; National Surveys; Two Year Colleges
IDENTIFIERS- *Career and Lifestyle Survey

Based on a 1996 national study of community college presidents, this monograph presents a snapshot of presidents' personal and professional characteristics. A preface describes the purpose of the study and reviews methodology, indicating that the Career and Lifestyle Survey (CLS) was sent to 926 presidents, resulting in 680 responses, and that in-depth telephone interviews were conducted with 13 presidents. Chapter 1 presents background information on the CLS and reviews general characteristics of past presidents involved in the foundation of colleges in the 1960s and 1970s. Chapter 2 presents findings related to respondents' personal characteristics, including: (1) demographics; (2) educational and family background; and (3) lifestyle factors, such as geographic mobility, social affiliations, and leisure activities. Chapter 3 focuses on professional characteristics including work background, professional activities and attitudes, employment status, and plans to leave the presidency. Chapter 4 summarizes comments from the 13 presidents interviewed regarding the community college mission, available resources, and existing threats. Chapter 5 provides a comparison of presidential characteristics by race and gender and reviews issues related to increasing the representation of women and minorities in the presidency. Chapter 6 reviews respondents' techniques for establishing and maintaining relationships with college boards and faculty. Chapter 7 addresses issues facing college leaders in the next four or five years and respondents' strategies for preparing for the future. The CLS and telephone interview questions are appended. (BCY)

ED 417 790 JC 980 188

Boone, Edgar J., Ed.; Pettitt, John M., Ed.; Weisman, Iris M., Ed.
Community-Based Programming in Action: The Experiences of Five Community Colleges.
PUB DATE- 98
NOTE- 263p.
LANGUAGE- English

Culkin, Mary L.; Groginsky, Scott; Christian, Steve
Building Blocks: A Legislator's Guide to Child Care Policy.
SPONS. AGENCY- Pew Charitable Trusts, Philadelphia, PA.; A.L. Mailman Family Foundation, Inc.
PUB DATE- 97
NOTE- 106p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Child Care Occupations; *Day Care; *Early Childhood Education; Financial Support; Policy Analysis; *Policy Formation; State Aid; State Government; *State Programs
IDENTIFIERS- Child Care Costs; Child Care Legislation; *Child Care Needs; *Day Care Quality

The care and education of the youngest children in the United States has become a critical public policy issue affecting millions of families. This guide closely examines the issues and tradeoffs in key child care policy decisions that face state legislators. The guide provides a discussion of state efforts to build supply, improve quality, and develop effective subsidy systems for low-income families. By presenting research findings and policy options about supply, quality, and funding for low-income child care, as well as demographic trends, this guide offers a context within which state lawmakers can plan for successful, lasting effects on current and future generations. Following an executive summary and introduction, the guide's chapters are: (1) "Expanding the Supply of Child Care," through facilities development, public/private partnerships, loans and grants, resource and referral services, and expanding out-of-school time activities; (2) "Improving the Quality of Child Care," through regulations, accreditation and additional standards, training, career development and compensation, and quality early childhood education initiatives; (3) "Funding Low-Income Child Care," including eligibility issues, parent fees, and reimbursement rates and policies; (4) "State Experiences," in California, Colorado, Connecticut, Florida, Illinois, Minnesota, North Carolina, Ohio, and Oregon. A brief conclusion notes that recent changes in federal funding offer state lawmakers an opportunity to establish coordinated early childhood systems that help families of all income levels maintain employment and receive family support services. The guide contains a resource list and 56 references. (EV)

ED 417 808 PS 026 360

Caring for You and Your Baby: From Pregnancy through the First Year of Life.
PUB DATE- 97
NOTE- 184p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Birth; Child Development; Child Health; *Child Rearing; Infant Behavior; *Infant Care; *Infants; Parent Child Relationship; Parent Materials; Parenting Skills; *Pregnancy; Prenatal Care

Prepared by the Maternal and Newborn Services staff at a health maladaptive behavior in inner-city early adolescents. Participating were 256 adolescents from the graduation classes of 2000 and 2001 who had previously attended District of Columbia prekindergarten/Head Start and kindergarten. The sample was 98 percent African American and 56 percent female. The subjects' teachers completed the Vineland Maladaptive Behavior Domain subscale. Results indicated that based on normative age expectations, only 48 percent of subjects were classified at the Nonsignificant level of maladaptiveness (NM), while 24 percent showed Intermediate maladaptation (IM), and 28 percent were Significantly Maladapted (SM). Among the SM group, boys outnumbered girls, students from poorer families outnumbered those from more affluent families, students from single-parent families outnumbered those from two-parent families, students previously retained in-grade outnumbered non-retained students, special education students outnumbered regular education students, and those not identified as gifted outnumbered gifted students. Kindergarten listening and pre-reading skills of NM children were significantly higher than those of SM peers. Differences in third and sixth graders' Comprehensive Test of Basic Skills scores were most notable between NM and SM students. Kindergarten receptive, expressive, and written language skills of future SM adolescents were significantly lower than those of NM peers. By fourth or fifth grade, both IM and SM students scored significantly lower than NM students in receptive and expressive language. SM students also scored lower than NM students in written language. Eighty percent of SM adolescents were accurately classified based on current language grades. (Author/KB)

ED 417 826 PS 026 386

Singer, Dorothy G.; Revenson, Tracey A.
A Piaget Primer: How a Child Thinks. Revised Edition.
PUB DATE- 97
NOTE- 146p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Child Development; Childrens Literature; Cognitive Development; Cognitive Processes; Concept Formation; Developmental Stages; Intelligence; Language Acquisition; Learning Theories; *Piagetian Theory; Play; *Young Children
IDENTIFIERS- Developmental Theory; *Piaget (Jean); Play Learning

While other developmental theories, on a smaller scale, share center stage with Piagetian theory, Jean Piaget will likely be remembered as one of the world's leading psychologists of the twentieth century. This book, with a first version published nearly 20 years ago, attempts to make Piaget's concepts more "user friendly" for those individuals who interact with young children, using examples from children's literature. This revised version reflects the more complex and technology-laden world today's children live in, claiming that emerging technologies offer an opportunity and challenge to explore how Piaget's insights will be sustained or modified as children confront and devise strategies for using these new sources of input. The book's chapters are: (1) "Jean Piaget and His Theory"; (2) "The Stages of a Child's Development"; (3) "How Intelligence Develops"; (4) "Playing and Imitating"; (5) "How Language Develops"; (6) "Discovering Space, Time, and Numbers"; (7) "Learning about Right and Wrong"; and (8) "Beyond Piaget:

children; and (7) parent education programs must be structurally amenable and functionally pertinent for men. (Author/KB)

ED 417 845 PS 026 412

UNICEF Annual Report, 1997.
PUB DATE- 97
NOTE- 75p.; Photographs may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Child Health; Developed Nations; Developing Nations; *Disadvantaged Environment; *Well Being
IDENTIFIERS- *UNICEF; United Nations Convention on Rights of the Child

In 1996, UNICEF's 50th anniversary year, the organization celebrated its achievements in saving and improving the lives of millions of children and women. At the same time, it took stock of the many lessons learned from a half century at the forefront of development. As a result of this assessment, UNICEF took several important measures to strengthen its work. It delineated its mission, placing the Convention on the Rights of the Child at its core; analyzed progress made in achieving the Year 2000 goals for children established at the 1990 World Summit for Children; took steps to decentralize its operations, making them more transparent, efficient and cost-effective, and increased opportunities for staff members to participate more fully in decision making and management. This annual report reviews the organization's activities during 1996. Following an overview by UNICEF's executive director, the report details the following topics: regional developments in Africa, the Middle East, Asia and the Pacific regions, The Americas and Caribbean region, and central and eastern Europe. Highlights of the year are listed, followed by descriptions of the organization's communication activities, and partnerships with governmental and nongovernmental organizations around the world. UNICEF's resources and management are also detailed. The report concludes with an appendix describing major decisions made by UNICEF's executive board during 1996. (HTH)

ED 417 846 PS 026 420

Supporting Children with Challenging Behaviors: Relationships Are Key. Training Guides for the Head Start Learning Community.
SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, DC. Head Start Bureau.
PUB DATE- 97
NOTE- 120p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Antisocial Behavior; Behavior Change; Behavior Disorders; *Behavior Problems; Caregiver Child Relationship; Change Strategies; *Classroom Techniques; Intervention; Preschool Children; Preschool Education; Preschool Teachers; *Problem Children; *Reflective Teaching; Resource Materials; Staff Development; Teacher Student Relationship; Training
IDENTIFIERS- *Project Head Start

Increasingly, teachers are expressing their growing concern about

Enrollment; Family Income; Family (Sociological Unit); Infants; Labor Market; Mortality Rate; Parent Background; Population Trends; Poverty; Prenatal Care; *Social Indicators; Statistical Surveys; Tables (Data); Trend Analysis; Violence; *Well Being
IDENTIFIERS- Aid to Families with Dependent Children; Food Stamp Program; *Indicators; *Kentucky; Medicaid; Supplemental Security Income Program

This Kids Count data book examines trends in the well-being of Kentucky's children on a statewide and county basis. An introduction summarizes some of the trends for Kentucky's children in the 1990s. The bulk of the report presents statewide and county data grouped into five categories: (1) poverty rates and programs (persons in poverty; median household income; total people and children receiving AFDC, Food Stamps, SSI, and Medicaid); (2) vital statistics (live births, infant deaths, birth rate, teen birth rate, early prenatal care, low birth weight, infant mortality rate, child death rate, and teen violent death rate); (3) state job market (civilian and non-civilian employment rates, total jobs in 10 broad categories such as agriculture and manufacturing, Kentucky Department of Employment Services job listings, percentage of households without phones or cars); (4) child abuse and neglect (reported and substantiated cases of physical and sexual abuse, neglect, and dependency); and (5) education (dropout rate, retention rate, transition rate, attendance rate, percentage free/reduced lunches, and expenditure per pupil). A glossary presents definitions, methodology, and data sources. (EV)

ED 417 864 PS 026 444

Voices for Illinois Children, 1997.
PUB DATE- 97
NOTE- 26p.; For 1996 newsletters, see ED 404 002. Only two issues of the newsletter were published in 1997.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Child Advocacy; Child Health; *Children; Community Role; Early Experience; Family (Sociological Unit); Health Insurance; Leadership Styles; Public Policy; State Legislation; *Well Being
IDENTIFIERS- *Family Support; *Illinois; Voices for Illinois Children

These two newsletter issues recount activities of Voices for Illinois Children to ensure that basic needs of children, families, and communities are met. The summer issue notes various bills in progress in the Illinois House, and looks at the lack of health insurance affecting more than 300,000 Illinois children. Child advocacy efforts are also detailed, including the 10-year anniversary of Voices for Illinois Children. The winter issue details a "Start Early" campaign to apprise parents with limited resources of the importance of nurturing their children's early development, and a meeting of community members, business leaders, and state policy makers to improve the conditions of Illinois families. The role of community leadership in improving the well-being of children and families is also discussed. Regular feature sections of the newsletter include "Business Cares for Kids Profile" and "Network News" on organizations across the state advocating for children. (HTH)

ED 417 865 PS 026 445

An interactive multimedia instructional program was developed at Kansas State University to meet the need of rural social work students for specialized training in child welfare issues. The program consists of 10 multimedia interactive computer-based instructional modules that focus on child welfare issues in generalist social work practice. The modules were designed to provide individualized staff development based on specific social worker competencies, adult education principles, and the advantages of interactive multimedia. The impact of the program on student attitudes and knowledge was assessed with 37 undergraduate students who used the modules in two courses on social work practices. Results of pretests and posttests indicate that after viewing the modules, students had increased their knowledge, developed a greater sense of competence in the subject area, and become more comfortable with the use of technology. The findings suggest that interactive multimedia is an effective means of providing training in knowledge and skills necessary for child welfare practice, and that this method has potential to overcome challenges, such as lack of specialists and lack of materials, that are common to rural service delivery in a variety of fields. (SV)

ED 417 883 RC 021 437

Prater, Greg; Lewis, Jamie B.
Pinon Preparation Program (PPP): Meeting the Needs of Rural Native American Students through Site-Based Education Programs.
PUB DATE- 98
NOTE- 7p.; In: Coming Together: Preparing for Rural Special Education in the 21st Century. Conference Proceedings of the American Council on Rural Special Education (18th, Charleston, SC, March 25-28, 1998); see RC 021 434.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education; *American Indian Education; College School Cooperation; College Students; Elementary Secondary Education; *Extension Education; Higher Education; *Navajo (Nation); Nontraditional Students; Participatory Research; *Rural American Indians; Social Support Groups; Student Attitudes; *Student Experience; Student Needs; *Teacher Education Programs
IDENTIFIERS- Northern Arizona University; Pinon Unified School District AZ

This paper examines the experiences of Navajo college students participating in a site-based teacher preparation program in a remote community on a Navajo Reservation. The 10 students (9 women and 1 man) work as teaching assistants in the Pinon Unified School District (Arizona). Having previously completed required Liberal Studies courses, the students take all of the courses needed to become certified elementary and special education teachers during the 2-year site-based program. The courses are taught by a resident and a visiting professor from Northern Arizona University. As part of the research team, the students wrote detailed life stories that explored who and what had impacted their decision to become a teacher. In addition, they were interviewed about the benefits of having a site-based program in their community, as well as the barriers they faced in a traditional university setting. Major themes that emerged were family and community support, financial constraints, and the limited educational opportunities on the Navajo Nation. While community colleges offer coursework at various reservation sites, students must still spend their final 2

Participants were 30 staff members from the Kayenta and Pinon Unified School Districts (Arizona), of whom 21 were Navajos, 8 Anglos, and 1 Hispanic; 1 Anglo and 8 Navajo community professionals; and 15 Navajo parents, including 3 medicine persons. Eleven staff members and seven parents were interviewed; the rest completed surveys. Responses indicate that varying beliefs about individuals with disabilities exist. Traditional views about the cause of disabilities often centered around the breaking of taboos or not obeying traditional cultural ways. Other traditional views supported the belief that individuals with disabilities had a special "gift" or were "blessed." Contemporary views of individuals with disabilities highlighted social and environmental influences as primary causes of disabilities. The overwhelming majority of respondents felt that both traditional and contemporary interventions were appropriate for individuals with disabilities. Nearly all respondents felt that as services became more available on the reservation, attitudes toward individuals with disabilities became more positive. (TD)

ED 417 899 RC 021 453

Gold, Veronica; Williams, Ellen
The Entrepreneurial Curriculum: Rural School-Community Process for Vocational Training of Adolescents with Disabilities.
PUB DATE- 98
NOTE- 9p.; In: Coming Together: Preparing for Rural Special Education in the 21st Century. Conference Proceedings of the American Council on Rural Special Education (18th, Charleston, SC, March 25-28, 1998); see RC 021 434.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; Apprenticeships; *Basic Business Education; Career Exploration; Disabilities; Educational Objectives; Elementary Secondary Education; *Entrepreneurship; *Prevocational Education; *Rural Education; School Community Relationship; *Special Education; *Vocational Education

Although formal vocational training in technical high schools or community-based job placements provides opportunities for adolescents with disabilities, educators need to consider a broader continuum of vocational training options for these students. Entrepreneurial options such as school-based businesses, internships, and apprenticeships may serve to remedy many of the educational, personal, and rural issues that can contribute to poor vocational preparation, a loss of autonomy, and reduced independence for disabled students. Formal entrepreneurial programs strengthen the ties between schools and community businesses, maximize use of limited community resources, and in the long run, improve students' sense of self-efficacy and personal control in their lives. However, these programs require a significant amount of skill and commitment on the part of special educators and school administrators. Two tables summarize the career education competencies students should acquire at elementary and junior high levels as a basis for entrepreneurial training during adolescence. Educational objectives and desirable economic and job-related knowledge and skills are listed for the domains of the individual, family, community, town, region, and nation at the elementary level, and for the domains of personal, business, and global economics at the junior high level. A third table summarizes objectives and skills of the

PUB DATE- 98
NOTE- 9p.; In: Coming Together: Preparing for Rural Special Education in the 21st Century. Conference Proceedings of the American Council on Rural Special Education (18th, Charleston, SC, March 25-28, 1998); see RC 021 434.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Graphics; Computer Mediated Communication; Electronic Mail; Elementary Secondary Education; Hypermedia; Information Sources; Rural Areas; *Special Education; *World Wide Web
IDENTIFIERS- *Web Site Design; *Web Sites

Due to easy accessibility to the Internet and prevalence of programs for designing World Wide Web sites, a special education teacher may now create a Web site with little cost or trouble. Special education teachers may want to consider creating a Web site to inform parents and caregivers about classroom activities, invite participation in special projects, send and receive e-mail, or link to school or other sites. The Web site acts as a powerful communication tool for students and caregivers, and it expands the classroom into the larger community. This paper gives specific guidelines for steps in designing and publishing a Web site: planning; defining the purpose of the site; achieving clarity through use of fonts and color; being consistent within school or district guidelines; structuring an easy-to-navigate format; finding and using graphics; and getting help with creating the site. A checklist of 15 points to remember is included. An appendix lists 25 Web sites (some annotated) that provide free graphics, search engines, information on HTML (hypertext markup language), and software. (SAS)

ED 417 917 RC 021 471

Holloway, Pauline J.; Myles-Nixon, Charolotte; Johnson, Wanda M.
Identification, Differentiation and Intervention of the Demographically Diverse Four Year Old: Strategies for Rural Special Education.
PUB DATE- 98
NOTE- 6p.; In: Coming Together: Preparing for Rural Special Education in the 21st Century. Conference Proceedings of the American Council on Rural Special Education (18th, Charleston, SC, March 25-28, 1998); see RC 021 434.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavior Problems; Black Youth; *Child Behavior; *Cultural Differences; Early Intervention; *Identification; *Play Therapy; *Preschool Children; Preschool Education; Rural Urban Differences; Teacher Attitudes; Urban to Rural Migration
IDENTIFIERS- *African Americans

Growing migration of diverse groups from urban to rural areas increases the chance that culturally and situationally based behaviors of relocated urban children will be misinterpreted. Culturally determined behaviors may be rejected or labeled as inappropriate in an Anglo-Saxon culture and environment, leading to mislabeling of minority group children as being emotionally disturbed or having behavior problems. A study career and second-career teachers is the focus of this monograph. The program, implemented at San Jose State University in California, is characterized from multiple perspectives as are the participants and the outcomes. Analysis of this single program and its outcomes illustrates how the traditional familiar route to teacher certification can be expanded and enhanced by facilitating the entry of scientists and mathematicians into teaching as a second career. Fourteen papers related to this topic are organized under two broad headings: (1) Second-Career Science and Mathematics Teachers; and (2) Case Studies. The appendix contains copies of the application materials for the program. (DDR)

ED 417 935 SE 061 174

Kasten, Margaret; Meiring, Steve; Mikesell, Anne
Mathematics. Competency-Based Education Assessment Series.
PUB DATE- 97
NOTE- 557p.
LANGUAGE- English
EDRS Price- MF02/PC23 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reference Materials - General (130)
DESCRIPTORS- *Competency Based Education; Educational Resources; Elementary Education; *Mathematics Education; Models; *Performance Based Assessment; *Portfolio Assessment
IDENTIFIERS- NCTM Assessment Standards; Ohio

The model competency-based education assessments for mathematics have been developed in cooperation with the Ohio Council of Teachers of Mathematics (OCTM) task force for implementing National Council of Teachers of Mathematics (NCTM) Standards for Grades 1 through 8. Three types of assessment for each grade are presented. The first type of model competency test has a largely traditional design. The second type of model competency based assessment is based on a checklist format to go beyond multiple choice assessment. Finally, the third type of model competency test includes authentic-type situations and is based on portfolio assessment. The assessment is done as an ongoing part of instruction. The instructional activity details how students apply mathematical skills, understanding, and thinking. Directions for the test, necessary materials, and detailed rubrics are provided. (ASK)

ED 417 936 SE 061 188

Fetta, Iris B.
Revitalization of Nonstandard Calculus.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 96
NOTE- 235p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Calculus; Cooperative Learning; *Course Descriptions; *Curriculum Enrichment; Educational Objectives; Educational Technology; Experiential Learning; Higher Education; *Instructional Materials; Mathematics Instruction; Secondary Education; *Textbook Preparation

This project developed materials for an innovative new approach to calculus for students in business, economics, liberal arts, management, and the social sciences. With the focus on rates

IDENTIFIERS- *Third International Mathematics and Science Study

Results from the Third International Mathematics and Science Study (TIMMS) have recently captured the attention of the United States and once again focused the nation on matters of mathematics teaching and learning. In general, the TIMSS results indicate a pervasive and intolerable mediocrity in mathematics teaching and learning in the middle grades and beyond. At Grades 7 and 8 and also at Grade 12, U.S. students achieve poorly in mathematics compared to students in much of the rest of the world. Even the 12th-grade students who take advanced mathematics courses performed substantially below students in most other nations. The results also suggest that the demands made by the U.S. school mathematics curriculum and mathematics classroom instruction are not as challenging as in other countries. This document reports the major findings from TIMMS and makes some recommendations for enhancing mathematics teaching and learning in the middle grades. Contains 40 references. (ASK)

ED 417 957 SE 061 264

Meeks, Ronald L.
Federal R&D Funding by Budget Function: Fiscal Years 1996-98. An SRS Special Report.
PUB DATE- 98
NOTE- 65p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Budgeting; *Federal Programs; Financial Support; Higher Education; *Research and Development
IDENTIFIERS- National Science Foundation

This report contains information on federal funding of the research and development (R&D) components of agency programs as proposed by the administration for Fiscal Year (FY) 1998. Research and development data contained in this report are classified into the same federal budget function categories used in the Budget of the United States Government, Fiscal Year 1998. Detailed data are included on preliminary estimates for federal funding of R&D in FY 1997 that reflect all past congressional actions. This report also includes detailed data (by subfunction) on actual budget authorizations of R&D by federal agencies in FY 1996 and aggregate data (by broad function) on actual R&D budget authorizations in FY 1995 and earlier years. (DDR)

ED 417 958 SE 061 266

Bruckerhoff, Charles; Bruckerhoff, Theresa
EDU 526 Experiential Science Learning I: A Collaborative Model for Professional Development. 1997 Summative Evaluation.
PUB DATE- 97
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Standards; College Curriculum; *Course Content; Educational Change; Elementary Education; *Hands on Science; Higher Education; *Inquiry; Inservice Teacher Education; *Professional Development; Science Curriculum; *Science Education
IDENTIFIERS- Connecticut

Problem Solving; Science Curriculum; *Science Instruction; Student Evaluation
IDENTIFIERS- Detroit Public Schools MI; National Science Foundation; *Systemic Educational Reform

One purpose of this case study was to obtain information on the influence of the Detroit Urban Systemic Initiative (USI) on the frequency of implementation of constructivist-oriented, standards-based science and mathematics instructional practices. Information about the perceived adequacy of the curriculum for standards-based instruction was gathered from data such as a teacher questionnaire, a student questionnaire, and six school case studies. Analysis of the data in the surveys included a comparison across years of the project. In the survey teachers report that they frequently implement instructional practices that promote inquiry learning, ongoing assessment, communities of learners, and that they are involved in planning and decision making about the curriculum. Students were generally in agreement with the teacher reports. Findings also indicate an increase in the use of standards-based teaching practices from 1996 to 1997. Contains 88 references and 6 data tables. (Author/DDR)

ED 417 980 SE 061 315

Gibson, Helen L.
Case Studies of an Inquiry-Based Science Programs' Impact on Students' Attitude towards Science and Interest in Science Careers.
PUB DATE- 98
NOTE- 24p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (71st, San Diego, CA, April 19-22, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Career Awareness; Case Studies; *Hands on Science; *Inquiry; Intermediate Grades; Middle Schools; Partnerships in Education; Science Activities; *Science Instruction; Secondary Education; *Student Motivation; *Summer Science Programs
IDENTIFIERS- Massachusetts

The long term impact of inquiry-based science instruction is explored in this study that examines the relationship between an inquiry-based science program on students' attitudes towards science and interest in science careers several years after participation in the program. The purpose of the study was to evaluate the long term effects of the Summer Science Exploration Program (SSEP) conducted at Hampshire College (Massachusetts) from 1992-1994. Results suggest that a two-week summer science program using an inquiry-based approach may have helped middle school students with a high level of interest in science maintain that level of interest through their years in high school. Teaching methods were shown to also affect student interest and achievement in science. Contains 19 references. (DDR)

ED 417 981 SE 061 316

Boyle, Robert A.; Skopp, Lori
Teachers as Inquirers: Constructing a Model of Best Practice.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 98
NOTE- 22p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (71st, San Diego,

(14) "Classroom Environments: The Hidden Curriculum"; and (15) "Using Current Events." An annotated children's literature bibliography offers "Literature in the Social Studies" and features titles in anthropology, biography, community, economics, geography, U.S. history, and world history. (EH)

ED 418 002 SO 028 391

Turner, Thomas N.
Essentials of Classroom Teaching: Elementary Social Studies.
PUB DATE- 94
NOTE- 219p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Education; *Elementary School Curriculum; Higher Education; Preservice Teacher Education; *Social Studies; Teacher Education; Teaching Guides; Teaching Methods; Textbooks

This textbook provides an overview of social studies content and teaching for the preservice elementary teacher. The 10 chapters include: (1) "Today's Elementary Social Studies Classrooms"; (2) "Making Plans To Teach"; (3) "The Social Studies Program"; (4) "Textbook Units and Their Uses"; (5) "Organizing to Teach, Assess, and Evaluate in the Social Studies"; (6) "Reading and Writing To Learn the Social Studies"; (7) "Study Skills: The Edge Is the Urge"; (8) "Teaching, Thinking, and Listening Skills"; (9) "Developing Attitudes, Values, and Appreciations"; and (10) "Using Simulation Games and Other Types of Drama in the Social Studies." (EH)

ED 418 003 SO 028 397

Wilson, Virginia S., Ed.; Litle, James A., Ed.; Wilson, Gerald Lee, Ed.
Teaching Social Studies: Handbook of Trends, Issues, and Implications for the Future.
PUB DATE- 93
NOTE- 296p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Anthropology; Economics; Elementary Secondary Education; *Futures (of Society); Geography; Global Approach; Higher Education; History Instruction; International Studies; Religion Studies; Social Sciences; *Social Studies; Sociology; Teaching Methods; *United States History

This book of essays provides a set of reference sources on the field of social studies. The introduction places the discipline in context, connecting it with the society and the world that it helps to explain. The 15 chapters include: (1) "Persistent Issues in the Social Studies" (Stanley P. Wronski); (2) "Reform Revisited: The Story of Elementary Social Studies at the Crest of the 21st Century" (Beverly J. Armento); (3) "A Century of Secondary Social Studies: Looking Backward and Forward" (Don Bragaw); (4) "American History in the Schools" (Robert P. Green, Jr., Richard L. Watson, Jr.); (5) "World History in the Schools" (Burton F. Beers); (6) "International Studies in the Schools" (Betty M. Bullard); (7) "School Geography" (Robert N. Saveland); (8) "Government and Politics in Social Studies" developing community and outlines the social mission of the school to aid students in community participation. (Contains 30 references.) (EH)

ED 418 024 SO 028 580

Freiwald, Wendy D.
Computer Use in Elementary Social Studies.
PUB DATE- 97
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Assisted Instruction; Computer Literacy; Computer Oriented Programs; *Computer Uses in Education; Educational Media; *Educational Technology; *Elementary Education; *Social Studies

This paper presents a review of the literature regarding use of computers in elementary social studies and a rationale of how computer usage aligns with the constructivist approach to education. Computer use in elementary social studies can be divided into three broad categories: (1) instructional software; (2) productive software; and (3) computer-based reference tools. The paper examines each of these categories with specific examples of use in the elementary classroom. Problems pertaining to computer use in social studies instruction are presented, including proper training of teachers, traditional lecture methodology, lack of proper technology support in the schools, competition with other subjects to use computers, the misuse or improper use of technology, and the overall cost of technology with the associated inequity of resources available to schools. Suggestions for effective computer use in the classroom are offered. (Contains 25 references.) (EH)

ED 418 025 SO 028 581

Gijselaers, Wim H.; Woltjer, Geert
Expertise in Economics: Recall and Reasoning.
PUB DATE- 97
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Development; Concept Formation; Development; Developmental Stages; Econometrics; Economic Research; *Economics; *Economics Education; Foreign Countries; Higher Education; Measurement Techniques

This study attempts to investigate development of expertise in the area of economics. Results suggest that development of expertise in economics has a stage-like development similar to the domain of medicine. Studies in medicine show that expertise development is not simply a process of extending knowledge in existing semantic networks. The study involved 7 experts from the economics department, 8 fourth-year university students, and 10 novices at the end of the first year of the economics programs. Subjects were given a text for a limited period of time and then asked to write down as much as they could remember after the time lapsed. The cases examined were considered to be at intermediate difficulty. Recall and case intervention programs. The effects of existing programs provide evidence for expanding the range of affordable services. The lack of financial resources and an unwillingness by the previous government to take responsibility for ECD services are the major causes of the very limited overall access. Fewer than 11 percent of the "under-fives" in South Africa have access to provisions. Funding for ECD must be located within the framework of a comprehensive national strategy for reconstruction and development and should address needs and inequality, with emphasis on the principles of redress, equity, and quality service rendering. The paper asserts that the society cannot afford to provide essential early childhood development services for its youngest children. (EH)

ED 418 047 SO 028 745

Lederer, Jeffrey M.
Reciprocal Teaching of Social Studies in Inclusive Elementary Classrooms.
PUB DATE- 97
NOTE- 37p.; Paper based upon the author's dissertation presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 25, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Disabilities; Grade 4; Grade 5; Grade 6; *Inclusive Schools; Intermediate Grades; *Reading Comprehension; *Reciprocal Teaching; *Social Studies
IDENTIFIERS- *Scaffolding

This study examines the effectiveness of Reciprocal Teaching during social studies instruction in fourth-, fifth-, and sixth-grade inclusive classrooms (N=128) in a rural school system in New Mexico. Reciprocal teaching is a method of scaffolded instruction that has been demonstrated to improve reading comprehension in students of various ability levels. Experimental and control classrooms at each grade level contained approximately the same number of students with learning disabilities. Comprehension assessments were administered at baseline and once weekly thereafter for a total of four measures. Results indicated that students in the experimental groups improved their performance on comprehension measures more than students in the control group. This improvement continued to be displayed after 30 days in both the sixth and fourth grades. The data also suggest that students with learning disabilities improved their ability to compose summaries as compared to the control students. (EH)

ED 418 048 SO 028 746

Jorgensen, Estelle R.
In Search of Music Education.
PUB DATE- 97
NOTE- 126p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Aesthetic Education; Elementary Secondary Education; Fine Arts; *Music; Music Activities; *Music Appreciation; *Music Education; Music Techniques; Music Theory; Musical Composition

This book addresses the nature of music education and argues for

(SM)

ED 418 065 SP 037 855

Dean, Carol D.; Acker-Hocevar, Michele; Laible, Julie C.
A Systemic Approach to Creating and Implementing Curricular Innovation.
PUB DATE- 97
NOTE- 24p.; Paper presented at the University Council for Educational Administration (Orlando, FL, November 1, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Change Strategies; College Faculty; Critical Thinking; Curriculum Design; Decision Making; *Educational Change; *Educational Innovation; Elementary Secondary Education; Higher Education; Preservice Teacher Education; Problem Solving; *Resistance to Change; Teacher Attitudes; *Thinking Skills

This study examined university curricular reform, explaining how teacher education programs must create innovative curricular redesign to promote the development of students' critical thinking, problem solving, and decision making skills. The study highlighted a school of education in the process of curriculum redesign, using observation, interviews with key stakeholders, and examination of written records kept during the process. The interviews occurred at the university and at four other universities, each of which was diverse and had a connection with the primary site. Results indicated that major curricular changes within the five sites were based on strong beliefs about what constitutes best educational practices. Each school had strong beliefs about encouraging higher order thinking and decision making skills. Each school was moving away from lecture-based to more inquiry-based programs. Barriers to change included faculty fearing job loss, insecurity with new teaching methods, attachment to the status quo, and suspicion of unknown processes. Successful curricular redesigns addressed all of the barriers. Individual resistance had to be overcome for innovations to occur. Involvement of the entire faculty was essential. Faculty members worked collaboratively to establish common goals. Four areas necessary for successful change are: seeking paths to personal mastery and challenges to existing mental models; viewing team learning and shared vision as essential; making change systemic; and having supportive, not directive, leaders. (Contains 38 references.) (SM)

ED 418 066 SP 037 856

Knudson, Ruth E.; Wiley, Mark
The Implications of Standards-Based Reform: The Local Level.
PUB DATE- 97
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Standards; College School Cooperation; *Educational Change; Elementary Secondary Education; Evaluation Methods; Higher Education; *Language Arts; Literacy Education; Partnerships in Education; Portfolio Assessment; Preservice Teacher Education; Student Evaluation; Student Teachers; Student Teaching; Teacher Collaboration

Wilson, Elizabeth
Educator Training in Homosexual/Bisexual Youth Issues: Research Issues and Methods.
PUB DATE- 98
NOTE- 17p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (New Orleans, LA, February 25-28, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attitude Change; Behavior Change; Bisexuality; Consciousness Raising; *Educational Environment; Educational Research; Faculty Development; *Homophobia; *Homosexuality; Inservice Teacher Education; Program Evaluation; Public Schools; Secondary Education; Secondary School Students; Secondary School Teachers; Stereotypes; *Teacher Attitudes; Teacher Improvement

As a result of hostile climates for homosexual/bisexual students, dropout rates, substance abuse, homelessness, isolation, and identity problems are growing rapidly. Recent court decisions hold educators and schools responsible for the safety and education of these youth. However, there is no consensus on how to teach such controversial issues to educators. A major obstacle to changing the hostile environment for homosexual/bisexual youth lies within the anti-gay attitudes of educators. Educator training must change the attitudes of teacher trainees and all members of the school community. In order to do this, researchers must measure behavior changes that are believed to result from the training. While case study reports have an emotional appeal, large scale, empirical investigation of the ability to change attitudes and behavior are needed to validate educator trainings. The multitude of questions surrounding the usefulness of training educators in homosexual/bisexual youth issues makes widespread investigation imperative. In order to influence public opinion, these studies must be conducted by individuals who are able to remain completely detached from the study and its results, and they must be done with highly reliable and valid measurements that are above reproach. In order to use research results effectively, researchers must ask how to implement program changes and how to use research data to demonstrate program effectiveness. (Contains 24 references.) (SM)

ED 418 083 SP 037 875

Teaching's Next Generation: Five Years On and Growing. A Follow Up Report with a National Directory of Precollegiate Teacher Recruitment Programs.
SPONS. AGENCY- DeWitt Wallace/Reader's Digest Fund, Pleasantville, NY.
PUB DATE- 96
NOTE- 81p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132),Reports - Research/Technical (143)
DESCRIPTORS- Career Awareness; *Career Choice; Elementary Secondary Education; Higher Education; Minority Group Children; Minority Group Teachers; Preservice Teacher Education; Program Effectiveness; Program Evaluation; *Student Recruitment; Students; *Teacher Recruitment; *Teaching (Occupation)

This report presents the results of a followup survey conducted in the 1994-1995 academic year to examine the Pathways to

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Automation; *Computer Assisted Testing; *Essays; *Scoring; Semantics; *Standardized Tests; Test Scoring Machines; *Writing Tests

This report examines the feasibility of scoring essays using computer-based techniques. Essays have been incorporated into many of the standardized testing programs. Issues of validity and reliability must be addressed to deploy automated approaches to scoring fully. Two approaches that have been used to classify documents, surface- and word-based techniques, are reviewed. The candidate approaches to the automated classification of documents are reviewed, and then how these approaches could be used to achieve the overarching goal of the automated scoring of essays is discussed. The two approaches considered are Project Essay Grade (PEG) (A. Daigon, 1966; E. Page, 1966, 1968, 1994; E. Page and N. Peterson, 1995) and latent semantic analysis (LSA) (P. Foltz, 1996; T. Landauer, D. Laham, B. Rehder, and M. Schreiner, 1997). PEG uses a regression model where the independent variables are surface features of the text (document length, word length, and punctuation) and the dependent variable is the essay score, and LSA is based on a factor-analytic model of word co-occurrences. Following the review of PEG and LSA, additional uses of automated scoring of text-based data are explored. The final section outlines a plan for a feasibility study of the automated processing of text-based data. One assumption of this report and of both scoring approaches is that the human rating is the best estimate of the true essay score, and that there will almost always be a need for some portion of the documents to be scored using multiple trained raters. The potential of the proposed investigation lies more in the potential for practical spin-offs than in any theoretical contribution to writing, education, assessment, or cognition. (Contains 5 figures, 2 tables, and 50 references.) (SLD)

ED 418 102 TM 028 196

Chung, Gregory K. W. K.; Herl, Howard E.; Klein, Davina C. D.; O'Neil, Harold F., Jr.; Schacter, John
Estimate of the Potential Costs and Effectiveness of Scaling Up CRESST Assessment Software.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Computer Assisted Testing; *Computer Software; *Concept Mapping; *Educational Assessment; Integrated Activities; Problem Solving; Scoring; *Simulation; *Technological Advancement; *Test Construction
IDENTIFIERS- Center for Research on Eval Standards Stu Test CA

This report examines issues in the scale-up of assessment software from the Center for Research on Evaluation, Standards, and Student Testing (CRESST). "Scale-up" is used in a metaphorical sense, meaning adding new assessment tools to

PUB DATE- 95
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; *Classroom Techniques; Course Content; Criteria; *Data Collection; Educational Technology; *Elementary Secondary Education; Instructional Materials; *National Surveys; Professional Development; *Teacher Characteristics; Teachers; *Teaching Methods
IDENTIFIERS- *Teacher Followup Survey (NCES)

This paper describes current efforts to collect data on classroom instructional processes and to recommend ways to advance those efforts. The paper begins with a review of current survey methods for gathering such data; it continues with an evaluation of their appropriateness for use in the Teacher Followup Survey (TFS) (Schools and Staffing Survey); and it concludes with a recommendation for the 1994-95 TFS of specific types of survey items that would provide national estimates of important elements of classroom instructional processes. It then briefly establishes the criteria by which existing approaches to data collection are evaluated. These are: (1) relationship to student achievement; (2) relevance to policy; (3) appropriateness for the TFS sample; and (4) item level of specificity. Within the parameters of the four critical dimensions encompassing the instructional process and related elements--pedagogy, professional development, instructional materials and technologies, and topical coverage within courses--existing measurement approaches are presented, described, and analyzed. Finally, by employing the evaluation criteria to assess the appropriateness and applicability of these approaches for incorporation in the TFS, an approach is recommended that is suited to the particular requirements of that nationally representative sample. Survey instruments are listed in an appendix. (Contains 11 references.) (SLD)

ED 418 120   TM 028 214

Scheuren, Fritz; Li, Bonnie
Intersurvey Consistency in NCES Private School Surveys. Working Paper Series.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 95
NOTE- 116p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Classification; Elementary Secondary Education; *Estimation (Mathematics); Least Squares Statistics; *National Surveys; *Private Schools; *Reliability
IDENTIFIERS- *Private School Survey (NCES); *Schools and Staffing Survey (NCES)

This report provides empirical results of attempts to achieve consistency of estimates between two National Center for Education Statistics (NCES) surveys. These surveys are the 1991-92 Private School Survey (PSS) and the Private School Component of the 1990-91 Schools and Staffing Survey (SASS). Consistency was sought in the numbers of schools, teachers, and students from these two sources. Comparisons are made among statistical and computational procedures that might serve to bring about the desired consistency. The complex nature of the survey designs is considered, and definitional problems are

Duncan, P. Kay

Falling from Favor: "Is It Real or Is it Memorex?" (Musings about Invasive Inquiry).

PUB DATE- 97

NOTE- 10p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Administrator Attitudes; Educational Administration; Elementary Secondary Education; *Ethics; *Experience; Females; Qualitative Research; *Research Methodology; *Researchers; *Self Evaluation (Individuals)

IDENTIFIERS- Researcher Role; Researcher Subject Relationship

The researcher recounts her own experiences as an educational administrator in a central office who examined that position in a research study of the power relations and effectiveness of women in administrative authority. The researcher's reactions to being the object of study, and being perceived in a way that differed from her self-perceptions, gave rise to considerations of the role of inquiry and of the effects of research on the subjects of that research. Issues of emancipatory research and its impact are explored. (Contains 14 references.) (SLD)

ED 418 140 TM 028 235

Henderson, Pamela; Karr-Kidwell, P. J.

Authentic Assessment: An Extensive Literary Review and Recommendations for Administrators.

PUB DATE- 98

NOTE- 56p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials (070)

DESCRIPTORS- *Administrators; Cooperation; Educational Administration; *Educational Assessment; Educational Change; *Elementary Education; Literature Reviews; Problem Solving; Standardized Tests; *Test Use

IDENTIFIERS- *Authentic Assessment

This paper provides an extensive literature review and recommendations for authentic assessment, and then provides recommendations for administrators in order to implement authentic assessment in elementary schools. A lack of comfort, with the way in which standardized tests seems to dictate what teachers teach as part of the curriculum, was a contributing factor to interest in authentic assessment that requires and enhances problem-solving skills. To promote a more complex picture of students, schools need to advocate authentic assessment by becoming familiar with the principles of sound assessment. Assessment should be used as a teacher's tool, a means to determine student outcomes and a plan for instruction. Staff development and parent and community support are essential for the implementation of authentic assessment. Some discussions with educators who are using authentic assessment emphasize these points. The key to the development of changes toward authentic assessment is collaborative decision making. (Contains 47 references and an additional bibliography of 10 sources.) (SLD)

ED 418 141 TM 028 236

education is structured, managed, and financed in Australia. The move toward more self-managing schools, with school councils, school charters, school global budgets, quality assurance, and other features has been especially apparent in the state of Victoria, where the Schools of the Future program began in 1993. In recent years, it has become apparent that the Schools of the Future initiative was not the final model required to ensure both equity and effectiveness for all students. The sections of this paper, a symposium presentation, give an overview of Victoria's schools and where they hope to go. Following an introduction, the second section, by Frank Peck, briefly describes the Schools of the Future program as it was conceptualized and implemented. The third section, by Susan Pascoe, analyzes the factors that were implicit in the reform, and the final section, by Howard Kelly, describes the current thinking of how the reform effort can be moved forward even more. The new initiative, titled "Schools of the Third Millennium," pushes the trend toward school self-management farther and contains a major emphasis on the innovative uses of technology in the schools. The Schools of the Third Millennium will push self-management, still within a government system, to its logical limit. The goal is for Victoria's schools to give all children a chance to participate in a system that enables them to reach their potential. (Contains 45 references.) (SLD)

ED 418 159   UD 032 217

Robinson, Sadie Pinkston
Current Health Services 1996-97.
PUB DATE- 98
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Child Health; Elementary Secondary Education; *Health Education; *Integrated Services; Program Evaluation; Program Implementation; Public Schools; *School Health Services; Surveys; Tables (Data); *Urban Schools
IDENTIFIERS- *Detroit Public Schools MI

This summary report presents data on the health services offered by the Detroit (Michigan) public schools. Data were collected through a survey developed by the school system, and a response was received from a staff member at each school in the district. It appears that a wide variety of health services are provided throughout the city school district. No one school reported offering all the services that were included in items presented, with the exception of one school where a long-standing health center operates. The combination of health services offered is unique to each school. Most health services are delivered at the elementary school level, while the high school level receives services with the lowest frequency. Recommendations are made based on survey results. Overall, it is recommended that health services be continued and extended. It is suggested that the entire student population receive some specific services, such as vision testing, at specific times, resulting in a more consistently administered health services program. Results also show that comprehensive health education is implemented inconsistently throughout the district. Structured implementation of comprehensive health education might result in a healthier, more knowledgeable student body. (Contains 36 tables.) (SLD)

ED 418 160   UD 032 218

and strategies centering on the following areas: (1) policies; (2) hiring; (3) training; (4) books; (5) student groups; (6) curriculum; (7) respect; (8) respect (second recommendations); (9) intervention; (10) reporting; (11) discipline; (12) the needs of the targeted person; and (13) the needs of the school community. Part 2 lists national and international, state and regional, and local organizations that can support a school community in its efforts. Part 3 lists other resources, including publications of the Safe Schools Coalition and World Wide Web sties, along with publications and nonprint media from other sources. (SLD)

ED 418 177 UD 032 237

South Dakota's 1996 Homeless Report. Homeless, Not Hopeless.
PUB DATE- 97
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adults; American Indian Reservations; *American Indians; *Children; Elementary Secondary Education; Ethnic Groups; *Homeless People; Minority Groups; *Urban Youth
IDENTIFIERS- *Shelters; *South Dakota

To study the number and status of homeless people in South Dakota, a questionnaire was mailed to approximately 701 persons who were likely to have knowledge of homeless people. Responses were received from 349 people. Estimated numbers of homeless people include those who live with others because they lack adequate resources to maintain a fixed, regular, and adequate nighttime residence of their own. The total estimated number of homeless adults, children, and youth in South Dakota in 1996 was 13,066. The average adult was likely to be a single woman with children (40%) or a man living alone (26%). The adult was either living doubled-up with others or in a shelter. The largest numbers of homeless adults were in cities or on reservations. Some 47% of the homeless adults in South Dakota were Native Americans, while 40% were White, and 13% "other." The "average" homeless child or youth in South Dakota in 1996 was probably living in a privately operated domestic abuse shelter with his or her mother. Tutorial support was among the high-priority needs of these children and adolescents. Most of the state's homeless children were Native American (58%), while 37% were White, and 5% "other." Like the homeless adults, most lived in cities or on reservations. Most of these children (93.3%) were attending school, and guardianship issues were the greatest difficulty in enrollment, with transportation second. A chart lists numbers of homeless adults and children by town or county. The study survey is attached. (SLD)

ED 418 178 UD 032 238

Secret Apartheid. A Report on Racial Discrimination against Black and Latino Parents and Children in the New York City Public Schools.
PUB DATE- 96
NOTE- 53p.; For a followup report, see UD 032 239.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Black Students; Elementary Secondary Education; Gifted; High School Students; *Hispanic Americans; Information Dissemination; *Magnet Schools; Middle

the use of racial preferences decreases Black graduation rates strongly and Hispanic graduation rates slightly, presumably because students admitted by preferences lack the academic preparation needed to succeed. If Colorado schools were to begin admitting students on a colorblind basis, Black and Hispanic admissions would not drop sharply across the board. In four schools, there would probably be significant declines in Black and Hispanic enrollment, but the other eight would be relatively unaffected. (Contains 53 figures.) (SLD)

ED 418 194 UD 032 254

Preventing Crime in Urban Communities. Handbook and Program Profiles.
SPONS. AGENCY- John D. and Catherine T. MacArthur Foundation, Chicago, IL.
PUB DATE- 86
NOTE- 128p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- After School Programs; *Community Programs; *Crime Prevention; Elementary Secondary Education; *Guides; Needs Assessment; Participation; Planning; Program Descriptions; Program Development; Program Implementation; Tutorial Programs; *Urban Problems; Urban Schools; Volunteers

With this handbook, crime prevention practitioners have a guideline by which they can structure viable crime prevention programs for their communities. Every aspect of developing, organizing, and implementing strategies for urban community participation in crime prevention is covered. The handbook makes a compelling case for using local resources to the greatest extent possible. Much of crime prevention, both in the traditional sense and in the more current "watch out, help out" sense, assumes some base of community cohesion and bond on which to build. There are urban communities that do offer such a starting point, but the many communities that do not have a base of trust are real challenges for crime prevention. The following sections are included in this handbook: (1) "The Need--And Some Hope"; (2) "Understand Crime Prevention"; (3) "The Actors: Roles and Responsibilities"; (4) "Two Types of Urban Communities"; (5) "Know the Community"; (6) "Organize the Community"; (7) "Different Approaches"; and (8) "Action Planning." While the appendix on programs for children and adolescents contains much of interest to educators, the program profiles section, which presents brief descriptions of 50 urban crime prevention programs with their addresses, describes many school-based programs, including tutorial programs and afterschool programs. Five appendixes contain information on recruiting and keeping volunteers, neighborhood watch programs, programs for children and youth, and a list of resource organizations. (SLD)

ED 418 195 UD 032 255

Ross, Marilyn J.
Success Factors of Young African-American Males at a Historically Black College.
PUB DATE- 98
NOTE- 144p.
LANGUAGE- English

(2) Requirements for Film Quality and Film Organization with Reference to the Option of Film Digitization; (3) Recommendations for the Digitization of Microfilm; (4) Microfilm and Digital Storage Formats as Compatible Media; (5) Digitizing from the Original; and (6) Cooperation and Exchange of Information; and (7) Suggestions for Further Reading. (AEF)

ED 417 750 IR 056 978

Clear Signals? Telecommunications, Convergence, and the Quality of Information. A Summary of Proceedings of the FLICC Forum on Federal Information Policies (14th, Washington, DC, 1997).
PUB DATE- 97
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Computer Software Evaluation; *Government Role; Information Dissemination; Information Networks; Information Retrieval; *Information Services; *Information Systems; Laws; Online Searching; Online Vendors; *Public Policy; Search Intermediaries; Technological Advancement; *Telecommunications; User Needs (Information)

The purpose of the Federal Library and Information Center Committee (FLICC) is to make federal library and information centers' resources more effective through professional development of employees, promotion of library and information services, and coordination of available resources. This 14th Forum concerns telecommunications and information policy, access, and quality. Welcoming remarks by Susan Tarr and an Introduction by Daniel Mulhollan begin the report. The Forum's vision speaker, Larry Pressler, suggests what telecommunications technology has in store. The first keynote address by Elliot Maxwell, "When a Plan Comes Together," explains how government plans to facilitate progress and balance interests as it implements new telecommunications law. The remaining presentations are: "Universal Service/Citizen Participation in Government" (Andrew Blau); "A Global Environment" (David Turetsky); "Diversity--Commercialization and Consolidation" (second keynote address, Lawrence K. Grossman); "Relevance--Retrieving and Filtering Software" (William Burrington); "Professional Assistance" (Peggy Garvin); and "Continuity--Coordination and Commitment" (David Plocher). Final remarks from Emmett Paige focus on future needs for information systems and service provision. (AEF)

ED 417 751 IR 056 980

Bollier, David; Firestone, Charles M.
The Networked Society: How New Technologies Are Transforming Markets, Organizations, and Social Relationships. A Report of the Annual Aspen institute Roundtable on Information Technology (5th, Aspen, CO, August 15-18, 1996).
PUB DATE- 97
NOTE- 52p.; Cover titles varies.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Mediated Communication; Computer Networks; *Information Industry; *Information Networks; *Information Services; *Information Technology; Interpersonal Relationship; Leadership Styles; Quality Control; *Technological Advancement; Trend Analysis

institutional missions, emphasizing open access for everyone--especially disadvantaged groups. They are developing curricula, improving articulation agreements, and addressing governance and funding issues. For the 21st century, the community college's vision is to restructure into a new four-year institution, focus on workforce training, utilize the information highway, pursue partnership opportunities, and enhance access while sustaining academic transfer, vocational training, community service, and special needs. Contains 35 references. (YKH)

ED 417 772 JC 980 165

Gardenhire, John Fouts
Laney's Success Model for First Year Students.
PUB DATE- 96
NOTE- 48p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Freshmen; College Programs; Community Colleges; Faculty Development; *Instructional Improvement; Instructional Innovation; Models; Program Descriptions; Program Development; Program Guides; Program Proposals; Role Models; *School Holding Power; School Orientation; *Seminars; Teacher Role; Teacher Student Relationship; Teaching Methods; Teaching Models; Two Year Colleges

Laney's Success Model for First-Year Students attempts to increase retention by accommodating students and encouraging learning. It requires an institutional commitment for student academic success and tries to dispel the forces of attrition: academic boredom, difficulty adjusting to college life, and academic underpreparedness. The first-year seminar program aids student success by monitoring students for one year and providing opportunities for intervention when needed. Credited seminars, regarding such topics as student transportation, should be taught by trained faculty, and school orientation should be lengthened. Orientation and seminars both can help to ease students into the college life. To further advocate student transition and academic success, teachers' plans should include such items as learning students' names, offering specific office hours, using collaborative learning, encouraging campus involvement, varying the instructional mode, setting short term assignments, including everyone in class discussions, and making instruction animated and upbeat. Mentoring and seminar evaluations are also integral to student success and retention. Contains 19 references. Appendix includes support materials. (YKH)

ED 417 773 JC 980 166

Graduate Follow-Up Report, 1996-97.
PUB DATE- 98
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Graduates; Employment Level; *Followup Studies; *Graduate Surveys; Job Training; *Outcomes of Education; Tables (Data); Technical Institutes; Two Year Colleges; Vocational Adjustment

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Planning; *Community Colleges; Community Development; Community Involvement; Economic Development; *Educational Practices; Models; Program Descriptions; *Program Implementation; *School Community Relationship; Technical Institutes; Two Year Colleges
IDENTIFIERS- Academy Comm Coll Leadership Adv Innov Modeling; *Community Based Programming; Florence Darlington Technical College SC; Guilford Technical Community College NC; James Sprunt Community College NC; Paul D Camp Community College VA; Technical College of the Lowcountry SC

Intended for community college administrators, governing boards, and other leaders interested in strengthening their institutions and communities, this monograph chronicles the experiences of five pilot colleges implementing the community-based programming (CBP) model of the Academy for Community College Leadership Advancement, Innovation, and Modeling (ACCLAIM). The first chapter reviews the community-based programming process, indicating that it involves 15 interconnected "processual" tasks that help colleges effect collaboration among community members, leaders, and agencies. The next five chapters detail individual colleges' efforts and experiences in implementing the ACCLAIM model. The second chapter focuses on North Carolina's Guilford Technical Community College, highlighting its use of CBP to improve workforce preparedness in the community. The third chapter discusses the efforts of North Carolina's James Sprunt Community College to address local high adult illiteracy rates and economic development. The fourth chapter examines the involvement of South Carolina's Florence-Darlington Technical College in local water quality issues. The fifth chapter describes efforts by South Carolina's Technical College of the Lowcountry to spur economic development in a local impoverished community. The sixth chapter reviews the experience of Virginia's Paul D. Camp Community College in using the CBP model to address substance abuse. The seventh chapter summarizes the observations and lessons learned from the pilot colleges' experiences. Implementation plans from the colleges and general guidelines on implementing CBP are appended. (BCY)

ED 417 791 JC 980 189

Seon, Yvonne; King, Roxann
Study Skills Can Make a Major Difference.
PUB DATE- 97
NOTE- 7p.; Paper presented at the Annual Conference of the American Mathematical Association of Two-Year Colleges (23rd, Atlanta, GA, November 13, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Community Colleges; *Developmental Studies Programs; Faculty Development; *High Risk Students; Intervention; Mathematical Enrichment; *Mathematics Achievement; Mathematics Anxiety; Mathematics Curriculum; Mathematics Education; Program Implementation; Remedial Programs; *Study Skills; Two Year Colleges; Workshops
IDENTIFIERS- *Prince Georges Community College MD

In 1995, Prince George's Community College made at-risk student retention an institutional priority. Studies conducted that year found that 70% of new students tested for placement needed care system affiliated with the University of Minnesota, this book is designed as several resources in one, encompassing pregnancy, childbirth, infant care, child development, baby keepsakes, medical records, and journal-keeping. The book provides authoritative, up-to-date information in easily understood language and pictures. Typical questions of new parents are highlighted to the side of the text. Chapters include: (1) "You're Pregnant"; (2) "The First Three Months"; (3) "The Second Three Months"; (4) "The Final Three Months"; (5) "Your Baby Arrives"; (6) "Your Newborn"; (7) "Feeding Your Baby"; and (8) "Baby's First Fifteen Months." Special features in the guide include over 80 illustrations, advice for partners, lists of resources, numerous charts and graphs, recordkeeping and journal pages, and an index. (EV)

ED 417 809 PS 026 361

Gano-Phillips, Susan
A Classroom Exercise for Observing Developmental Differences in Children.
PUB DATE- 97
NOTE- 9p.; Paper presented at the Annual American Psychological Association Conference (105th, Chicago, IL, August 15, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Assignments; Child Development; Class Activities; *College Students; Developmental Psychology; *Higher Education; Individual Differences; *Learning Activities; Observation; Student Evaluation; Young Children

This paper describes a classroom exercise for college human development or developmental psychology classes that allows students to observe developmental differences in several children simultaneously and to teach others about the application of developmental concepts. In the exercises, the class is divided into subgroups, representing different developmental domains, which then collaborate to design activities to assess children's development within that domain. Students can be encouraged to either replicate classic research paradigms or devise new activities. Students implement these activities during a class period for which children are present and discuss their observations with the class. One or two group members are responsible for interacting with the children while another group member describes to the class the activity, the child's response, and what the responses mean in terms of developmental theory. A writing assignment or examination is used to assess student knowledge and understanding. Children of any age can be studied using this observational method, although adolescents are often reluctant to participate. Children may be recruited through students in the class or a campus child care facility. Institutional human subjects' approval, informed parental consent and when the children are of age, child consent should be obtained. Prior to the class, the instructor meets with the children and explains the types of activities they will be doing. Anecdotal evidence suggests that this classroom activity raises the intrinsic motivation of college students. (KB)

ED 417 810 PS 026 363

Ritter, Todd R.; Forbush, David E.; Shuster, Kari
The Clocklight Program: Is It an Effective Classroom Wide

Using His Theory for Teaching, Learning, and Parenting." The book includes a glossary and index. Contains approximately 112 references. (EV)

ED 417 827 PS 026 387

Quality in Child Care Centers.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Day Care; *Day Care Centers; *Day Care Effects; Early Childhood Education; Policy Formation; Research Needs; Research Utilization
IDENTIFIERS- *Child Care Needs; *Day Care Quality; Day Care Regulations; Quality Indicators

Millions of young children in the United States are cared for daily by someone other than their parents, and a growing number are cared for in child-care centers. This research and policy brief, a quarterly synthesis of issues addressed by investigators and affiliates of the National Center for Early Development & Learning, focuses on quality in child care centers. The brief addresses issues such as: (1) What is quality and how can it be measured?; (2) How good is the quality of child care programs in the United States today?; and (3) What do we know about the relationships between quality of child care and outcomes for children? The brief also includes sections on additional research questions that need to be answered, and on what policy changes are needed. The brief includes a fact sheet on quality in child care centers, summarizing the findings of the larger report. (EV)

ED 417 828 PS 026 392

Galinsky, Ellen; O'Donnell, Nina Sazer; Beyea, Brigit; Boose, John
Florida Child Care Quality Improvement Study Findings.
PUB DATE- 98
NOTE- 11p.; For Interim Report, see ED 388 408.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Day Care; Early Childhood Education; Educational Improvement; Longitudinal Studies; *State Standards; Teacher Competencies; Teacher Qualifications; Teacher Student Ratio
IDENTIFIERS- Child Care Costs; Child Care Needs; *Day Care Quality; Florida

The ongoing Florida Child Care Quality Improvement Study investigates how Florida's new ratios and education requirements for early education and care affect children's development, parents' lives, and the early childhood marketplace. The project consists of three interrelated studies: The Children Study, The Parent Study, and The Market Study. The report summarizes the findings of all three studies in 1992 and 1994, and reports new findings from the 1996 Children Study. Among the findings noted are the following: (1) increased teacher education and ratio requirements significantly contributed to a number of positive outcomes in children's development in 1994 and continue to improve in 1996; (2) in comparison with other national multi-site studies of the overall quality of early education and care, Florida has made problem behaviors many children display in their classrooms. This technical guide offers Head Start staff a process for reflecting on their own practice, assessing difficult situations, and designing interventions for problem behaviors through joint problem solving. The guide is written for Head Start teaching teams and their immediate supervisors; it will also be useful to family service workers, home visitors, managers, and other Head Start staff, as well as consultants. The guide contains the following sections: (1) "Module 1: Laying the Groundwork" helps participants identify ways in which their own perceptions and experiences influence how they interact with children with challenging behaviors; (2) "Module 2: Practically Speaking" helps participants develop a system for collecting data and then using it to develop strategies that capitalize on children's strengths and needs; (3) "Module 3: Building a Supportive Environment" helps participants identify when and how to seek appropriate supports within the program and within the community in an effort to fully integrate children with challenging behaviors into their programs; (4) "Continuing Professional Development" offers strategies that supervisors can use to help staff apply new skills and extend their learning; and (5) "Resources" lists print and audiovisual materials and other resources that staff can use to learn more about the key issues presented in the guide. In order to accommodate the needs of different Head Start grantees, each module offers two different delivery strategies: workshop and coaching. (EV)

ED 417 847 PS 026 421

The Progress of Nations: The Nations of the World Ranked According to Their Achievements in Child Health, Nutrition, Education, Water and Sanitation, and Progress for Women, 1997.
PUB DATE- 97
NOTE- 75p.; Photographs may not copy adequately. For 1994 edition, see ED 372 854. For 1995 edition, see ED 394 623.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Numerical/Quantitative Data (110)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Child Abuse; *Child Health; Child Neglect; Child Welfare; *Children; *Childrens Rights; Developed Nations; Developing Nations; Diseases; Educational Quality; Equal Education; *Females; Foreign Countries; Infant Mortality; Mortality Rate; Nutrition; Poverty; *Sanitation; Sex Fairness; Sexual Abuse; Violence; Well Being
IDENTIFIERS- Child Mortality; Female Genital Mutilation; United Nations Convention on Rights of the Child

This report summarizes the latest available statistics on international achievements in child survival, health, nutrition, education, water and sanitation, and the plight of women. Each section contains a commentary, related statistics, and a discussion on progress and disparity in the section's particular area. Following a foreword by United Nations Secretary-General, Kofi Annan, and an introduction by Carol Bellamy, executive director of UNICEF, the sections of the report are: (1) Water and Sanitation, "The Sanitation Gap: Development's Deadly Menace" (Akhtar Hameed Khan); (2) Nutrition, "Putting Babies before Business" (Simon Barrington-Ward); (3) Health, "Fighting AIDS Together" (Peter Piot); (4) Education, "Quality Education: One Answer for Many Questions" (Harry Sawyerr); (5) Women, "The Intolerable Status Quo: Violence Against Women and Girls" (Charlotte Bunch); (6)

Bellamy, Carol
The State of the World's Children 1998: Focus on Nutrition.
PUB DATE- 98
NOTE- 135p.; For 1997 report, see ED 407 108; for 1997 summary report, see ED 407 109.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Child Health; Childhood Needs; *Children; Developed Nations; Developing Nations; Foreign Countries; Hunger; *Nutrition; Poverty; Statistical Surveys; *Well Being
IDENTIFIERS- Indicators; UNICEF; United Nations Convention on Rights of the Child; World Summit for Children 1990

This report on the well-being of the world's children focuses on the issue of malnutrition and its impact on children's lives. Chapter 1: (1) discusses the incidence of malnutrition and the complex interplay of factors that cause malnutrition, including poor health services and discrimination against women; (2) presents several approaches to ameliorating malnutrition, including community involvement, food fortification, growth monitoring and promotion, and supplementation programs; and (3) spotlights some of the scientific breakthroughs reducing malnutrition. Chapter 2 provides statistics related to basic indicators for nutrition, health, education, demographics, economic indicators and the situation of women, rates of progress, and regional summaries for 193 countries (listed alphabetically). It also lists countries in descending order of their estimated 1996 under-5 mortality rates. Included throughout the report are panel sections highlighting specific nutrition programs or scientific findings. Seven "Spotlights" feature information on the World Food Summit, breastfeeding, and several nutrients. (Contains approximately 68 references). (KB)

ED 417 866   PS 026 446

Hansen, Kirsten A.; Kaufmann, Roxane K.; Saifer, Steffen
Education and the Culture of Democracy: Early Childhood Practice.
PUB DATE- 97
NOTE- 144p.; Foreword by Pam Coughlin and Liz Lorant. Preface by Vaclav Havel. Photographs may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Classroom Environment; *Classroom Techniques; *Democracy; *Democratic Values; Diversity (Student); Early Childhood Education; Interpersonal Communication; Parent Role; Personal Autonomy; School Readiness
IDENTIFIERS- *Child Centered Education; Tolerance

Drawing from a compelling educational initiative that introduced developmentally appropriate teaching techniques from the United States to the well-established early childhood programs in Europe and the former Soviet Union, this book contends that there are subtle, yet effective, teaching techniques that encourage choice, individualism, creativity, equality, respect for differences, and appreciation of individuals' needs while maintaining the balance for the greater good of the group. The book offers clear and specific guidance, examples, methods, and language to help prepare young citizens to flourish in the culture of democracy. Topics addressed include opportunity and years of college away from home to complete their degrees. Site-based programs allow students to remain in their communities, where they continue to receive the support of family and culture, fulfill their responsibilities to families and communities, and live where the cost of living is not a burden. (SV)

ED 417 884 RC 021 438

Ludlow, Barbara L.; Wienke, Wilfred D.; Henderson, Joan; Klein, Holly
A Collaborative Program To Prepare Mainstream Teachers: Using Peer Supervision by General and Special Educators.
PUB DATE- 98
NOTE- 9p.; In: Coming Together: Preparing for Rural Special Education in the 21st Century. Conference Proceedings of the American Council on Rural Special Education (18th, Charleston, SC, March 25-28, 1998); see RC 021 434.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; Extension Education; Higher Education; *Inservice Teacher Education; Mainstreaming; Peer Evaluation; Practicum Supervision; *Practicums; *Program Design; Program Evaluation; Rural Education; *Special Education; Teacher Certification; *Teacher Education Programs
IDENTIFIERS- *Peer Supervision; West Virginia; *West Virginia University

As increasing numbers of students with disabilities are placed in regular classrooms, the shortage of rural special educators means that many rural classroom teachers are the primary providers of individualized programming to meet special needs. Since 1994, West Virginia University has been expanding its existing teacher education programs to serve a new and growing population: regular educators seeking additional endorsement in special education. In the Mainstream Practicum Project, these professional personnel (who already have appropriate credentials in elementary or secondary education) will complete all requirements for state teaching certification in one or more areas of special education (and a Master's degree, if desired) via coursework delivered at off-campus centers, plus on-the-job supervision of practicum experiences in their own classroom. Practicum supervision is provided through collaborative peer supervision involving a regular-education cooperating teacher, a special-education cooperating teacher, and a university supervisor. This paper provides a detailed outline of the design of the Mainstream Practicum Project, including project goals and objectives; teacher competencies; program development and delivery (modification of eligibility criteria for practicum participants and supervisors, redesign of practicum procedures and materials, delivery of coursework and practicum experiences); project evaluation plan for formative and summative evaluations; and project integration into the existing special education program. Contains 25 references. (SV)

ED 417 885 RC 021 439

Bull, Kay Sather; Kimball, Sarah Leigh; Stansberry, Susan
Instructional Design in Computer Mediated Learning.
PUB DATE- 98
NOTE- 10p.; In: Coming Together: Preparing for Rural Special

entrepreneurial curriculum suggested for adolescents with disabilities. Contains 12 references. (TD)

ED 417 900 RC 021 454

Wienke, Wilfred D.; Miller, Kevin J.
Preparing General Educators To Serve Students with Learning Disabilities: Rural Classroom Applications.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 98
NOTE- 6p.; In: Coming Together: Preparing for Rural Special Education in the 21st Century. Conference Proceedings of the American Council on Rural Special Education (18th, Charleston, SC, March 25-28, 1998); see RC 021 434.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; Higher Education; *Inservice Teacher Education; Learning Activities; *Learning Disabilities; Practicums; Regular and Special Education Relationship; *Rural Education; *Special Education; *Teacher Certification; Teacher Education Programs; *Theory Practice Relationship
IDENTIFIERS- *West Virginia; West Virginia University

Most children with learning disabilities receive all or part of their instructional programs in the general education classroom. To prepare teachers to meet the needs of these students, the Department of Special Education at West Virginia University designed a course of studies for rural regular education teachers leading to teacher certification in learning disabilities. The program targets the regular educators of entire rural schools and expects program competencies to be demonstrated in the teachers' own classrooms and school, thereby institutionalizing program effects. Parents are involved in training and preparation of training materials. A major program innovation is the integration of applied classroom assignments with coursework. Each course includes assignments that require the application of specific methods or procedures in the general education classroom, thereby enhancing the connection between theory and practice. Applied assignments are briefly described for six courses: Introduction to Special Education, Curriculum and Methods, Assessment in Special Education, Classroom and Behavior Management, Introduction to Learning Disabilities, and Teaching Strategies in Learning Disabilities. Over a 3-year period, the program will train a maximum of 40 rural teachers, who will likely remain in their respective rural counties. (SV)

ED 417 901 RC 021 455

Compton, Mary V.; Stratton, Angie; Maier, Ali; Meyers, Charice; Scott, Holly; Tomlinson, Tammy
It Takes Two: Co-Teaching for Deaf and Hard of Hearing Students in Rural Schools.
PUB DATE- 98
NOTE- 8p.; In: Coming Together: Preparing for Rural Special Education in the 21st Century. Conference Proceedings of the American Council on Rural Special Education (18th, Charleston, SC, March 25-28, 1998); see RC 021 434.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

examined the behaviors of 24 African American children in a metropolitan public school program for 4-year-olds. African American children were selected due to the high probability of mislabeling and present overrepresentation in classrooms for the emotionally disturbed. A screening device was developed to differentiate between behaviors related to acceptable cultural differences and those requiring intervention. The screening measure included observational criteria for eight areas: display of emotion, relationship skills, play skills, response to authority, creative skills, responsibility, problem-solving skills, and "freedom of life." Two groups of 4-year-olds were observed daily during play time for 4 weeks. Behaviors likely to be deemed unacceptable were identified and defined as to their characteristic cultural and demographic origins. In addition, six children exhibiting age-inappropriate behaviors were selected for directive group play therapy that was sensitive to culturally determined behaviors. After 10 30-minute sessions, the children showed significant gains in age-appropriate behavior, active participation in structured activities, self-concept, and overall social skills. (SV)

ED 417 918 RC 021 472

Monteith, Dianne S.
Special Education Administration Training for Rural Minority School Leaders: A Funded Proposal.
PUB DATE- 98
NOTE- 9p.; In: Coming Together: Preparing for Rural Special Education in the 21st Century. Conference Proceedings of the American Council on Rural Special Education (18th, Charleston, SC, March 25-28, 1998); see RC 021 434.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Education; *College Programs; Competence; *Educational Needs; Elementary Secondary Education; Higher Education; Mainstreaming; Principals; *Special Education
IDENTIFIERS- *Administrator Competencies; *South Carolina State University

Implementing the least restrictive environment or full inclusion philosophy places new demands on public school personnel. In particular, principals must command an understanding of special education to implement procedural requirements effectively and to provide appropriate educational services for disabled students in their schools. However, research has shown that: (1) many principals lacked formal training in special education but were interested in receiving such training; (2) principals were reluctant to assume new responsibilities related to special education due to their lack of training; (3) only a third of the states required administrators to have a knowledge of special education law; and (4) over half of the school administration graduate programs surveyed had no special education requirements. A survey of 120 administrators enrolled in graduate programs at South Carolina State University (SCSU) found that the great majority had no formal training in special education, felt that an effective school leader needed such training, and would be interested in participating. A total of 21 administrator competencies in special education are listed in the categories of core competencies, assessment, and special problems or topics. SCSU has received a 5-year grant from the U.S. Department of Education to fund a 15-credit concentration and accumulation of change and their interpretations in real life situations, the materials are data driven, technology based, and feature a unique modeling approach. Emphasizing fundamental calculus concepts and their relevance and utility in non-scientific careers, these materials stress the development of conceptual understanding without the traditional accent on algebraic skill and technique, emphasize group work on team projects that involve mathematical decision making and interpretation of results, and use technology as a tool for the learning of mathematics in an active, constructive environment. These materials are being implemented in a variety of postsecondary and some secondary institutions. This document also includes an executive summary containing a project overview, statement of purpose, background and origins, project description, evaluation/project results, and conclusions. Project presentations, publications, and a detailed external evaluation are included in the appendices. (Author/ASK)

ED 417 937 SE 061 189

Schaufele, Christopher; Zumoff, Nancy
Earth Algebra.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 96
NOTE- 67p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Algebra; *Course Descriptions; *Curriculum Enrichment; Educational Technology; Higher Education; *Instructional Materials; Mathematics Instruction; Standards; *Textbook Preparation
IDENTIFIERS- NCTM Curriculum and Evaluation Standards

Earth Algebra is an entry level college algebra course that incorporates the spirit of the National Council of Teachers of Mathematics (NCTM) Curriculum and Evaluation Standards for School Mathematics at the college level. The context of the course places mathematics at the center of one of the major current concerns of the world. Through mathematical analysis of real data, students gain new perspectives on mathematics as a tool. The course incorporates group work, written reports, simplistic mathematical models, and the use of technology. An executive summary involving a project overview, statement of purpose, background and origins, project description, evaluation/project results, and conclusions is included. Appended is a final evaluation report, "Earth Algebra Project: A Final Evaluation Report" (Pamela J. Drummond). Also appended are the evaluation instruments. (Author/ASK)

ED 417 938 SE 061 190

Schattschneider, Doris
Development of Course Materials To Integrate Precalculus Review with the First Course in Calculus.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 96
NOTE- 94p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

This document provides a summative evaluation of an ongoing collaborative professional development project that focuses on a course in experimental science learning. Project goals include: (1) providing elementary school teachers with a professional development program for science education that is grounded in the National Science Education Standards; (2) developing a collaborative model for restructuring and improving a teacher education program; and (3) enabling teachers to gain personal experience, knowledge, and confidence in the scientific investigation of questions pertaining to earth, space, life, and physical sciences. The goals of the course include providing teachers of kindergarten through Grade 3 students with inquiry-based scientific activities, teaching science as inquiry, and laying the foundations for district-wide systemic change. (DDR)

ED 417 959 SE 061 268

Kimble-Ellis, Sonya
Math Puzzlers: 25 Reproducible Puzzles, Games, and Activities that Boost the Math Skills and Up the Fun! Grades 2-5.
PUB DATE- 97
NOTE- 64p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Arithmetic; *Computation; Cross Cultural Training; *Educational Games; Elementary Education; Elementary School Mathematics; *Mathematics Activities; Mathematics Instruction; Number Concepts; Problem Solving; *Puzzles; Relevance (Education); Teaching Methods

Puzzles, games, and activities provide perfect opportunities for students to work in groups, interact, communicate with each other, and discuss strategies. The activities, games, and puzzles contained in this book are designed to help students learn mathematics in a fun yet challenging way. The activities are designed to encourage students to develop computation and problem solving skills and aid them in recognizing the need for mathematics in their daily lives. Activities involve addition and subtraction, estimation, averages, geometry, logic, percents, and number codes and patterns. Opportunities to make cross-cultural connections are also provided. (ASK)

ED 417 960 SE 061 269

Dunkhase, John A.; Hand, Brian M.; Shymansky, James A.; Yore, Larry D.
The Effect of a Teacher Enhancement Project Designed To Promote Interactive-Constructivist Teaching Strategies in Elementary School Science on Students' Perceptions and Attitudes.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 97
NOTE- 31p.; Paper presented at the School Science and Mathematics Conference (Milwaukee, WI, November 13-15, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Curriculum; *Constructivism (Learning); Course Content; Educational Change; Elementary Education;

CA, April 19-22, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Action Research; Constructivism (Learning); Educational Change; *Hands on Science; *Inquiry; Inservice Teacher Education; Intermediate Grades; Junior High Schools; Knowledge Base for Teaching; Middle Schools; *Professional Development; *Science Instruction; *Science Teachers
IDENTIFIERS- National Science Foundation

This paper reports on a study of inquiry and teacher development in a middle school science reform project. A model was developed that examined the dialectical interaction between teachers' concerns about their classroom practice and the culture of their professional setting, the school. This model sees the interaction of these two concerns as a zone of proximinal development for teachers. An examination of the literature shows support for how this model can explain both the successes and the breakdowns that occur in this zone. The project, Scientific Process, Practice, and Presentation: Applying Resources and Knowledge (SPARK), is the source of the data for this study. The goal of SPARK is to promote and support systemic change within middle schools in terms of teacher practice, student activity, and school culture. Contains 18 references. (DDR)

ED 417 982 SE 061 318

Shiao, Yueh-Suey
Biological Concept Development in Elementary Science Textbooks in Taiwan.
PUB DATE- 98
NOTE- 28p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (71st, San Diego, CA, April 19-22, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Biology; *Concept Formation; Elementary Education; *Elementary School Science; Foreign Countries; Hands on Science; Inquiry; *Prior Learning; Science Education; Scientific Literacy; *Textbook Content
IDENTIFIERS- Taiwan

This study identifies the most common biological concepts presented in elementary science textbooks in Taiwan. The concepts focus on living things, animals, and plants in grades one through four. Three major areas of concern are: attributes of the three related concepts; development of the concepts focusing on content organization and their connections, repetition, and complexity; and pedagogical emphasis of the text. The commonly addressed attributes were found to be "habitat," "movement," "growth," "energy source," and "structure." Concepts are organized from high level to low level, and links among the concepts within a unit or across units are not adequately made. The application of concepts is neglected and inquiry-based experiments are lacking. Contains 16 references, 3 data tables, and 3 figures. (Author/DDR)

ED 417 983 SE 061 323

Bibliography of Assessment Alternatives: Mathematics. January 1998 Edition. Innovative Assessment.

(Jack Allen); (9) "Economics in Elementary and Secondary Schools" (June V. Gilliard); (10) "High School Teaching of Psychology" (Edmund T. Emmer, Martin L. Tombari); (11) "Sociology in the Schools" (Paul S. Gray); (12) "Precollege Anthropology/Archaeology" (Marion J. Rice); (13) "Religion in the Schools" (Suzanne A. Gulledge); (14) "Writing in the Social Studies" (R. Baird Shuman); and (15) "The Social Studies Curriculum and Teacher Preparation" (Barbara M. Parramore). (Contains a 36-item selected bibliography.) (EH)

ED 418 004 SO 028 415

Suiter, Mary C.; Dempsey, Joanne; Pettit, Mary Ann B.; Reiser, Mary Lynn
Middle School Economics. Focus.
PUB DATE- 96
NOTE- 163p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Citizen Participation; Citizen Role; *Citizenship; *Consumer Education; *Economics; *Economics Education; Global Education; Intermediate Grades; Junior High Schools; Macroeconomics; Microeconomics; *Middle Schools; Social Studies

This book examines how social studies education can contribute to the development of effective participation in society. The six societal roles emphasized are: lifelong decision-maker, knowledgeable consumer, productive worker, responsible citizen, prudent saver, and global participant. The book contains 17 lessons. The introductory lesson, "Economic Role Call," connects people's day-to-day activities to common roles (the six societal roles) and the economic system. The set of lessons include: "Introductory Lesson: Economic Role Call"; "The Path Not Taken"; "Give and Take"; "To Market, Which Market?"; "How Many Will You Buy?"; "Demand Shifters"; "Inflation"; "The T-riffic T's Company: Production Decisions"; "How Many Should We Sell?"; "The Profit Puzzle"; "Where Does the Money Go?"; "Where Does the Money Come From?"; "What Does the Nation Consume?"; "An Island Economy"; "No Free Lunch"; "Savers and Borrowers"; "Frontier Specialists"; "Don't Fence Me Out! (Barriers to Trade)." The concluding lesson, "Roll Call Quiz," reviews the six societal roles and introduces a simple model of a market economic system. Each lesson includes core concepts, objectives, materials needed, a lesson description, procedures, suggested evaluation, and a list of extension activities that connect the lesson with other curricular content. (Contains a 37-item glossary and an 18-item bibliography.) (EH)

ED 418 005 SO 028 416

Watts, Michael; McCorkle, Sarapage; Meszaros, Bonnie; Smith, Robert F.; Highsmith, Robert J.
High School Economics. Focus.
PUB DATE- 96
NOTE- 211p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

analysis protocols were scored against the original case text propositions. Data suggest a stage of development among novices, intermediates, and experts. (EH)

ED 418 026 SO 028 582

Gijselaers, Wim H.; Woltjer, Geert
Expert Novice Differences in the Representation of Economics Problems.
PUB DATE- 97
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Development; Concept Formation; Development; Developmental Stages; Econometrics; Economic Research; *Economics; *Economics Education; Higher Education; Measurement Techniques
IDENTIFIERS- *Experts; Novices

This study explores the nature of professional expertise in economics. Two experiments were conducted to examine the existence of problem categories in economics as a basis for problem representation. Findings are that experts use categories that reflect major economics principles, and novices sort by literal cues contained in the problems. In the second trial, experts did not produce stable sortings whereas novices produced a stable sorting of categories. Subjects included 6 experts, 6 intermediate fourth-year university students in economics, and 6 novices in the first year of college with one semester in economics. Subjects were asked to sort 18 economics problems into groups based on similarities of solution. After sorting the problems, subjects were asked to write down the problem-numbers and give a description of the category. A second study was to determine the stability of sorting procedures among experts after a lapse of six weeks. No differences were found in the average number of categories produced per sort between different groups. (EH)

ED 418 027 SO 028 694

Young, Jocelyn
Japanese Radio Exercises. Revised.
PUB DATE- 96
NOTE- 28p.; Accompanying videotape is not available from EDRS.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Asian Studies; Cross Cultural Studies; Cultural Context; Elementary Secondary Education; *Exercise; Foreign Countries; Global Education; Instructional Materials; *Japanese Culture; Mass Media Use; Multicultural Education; *Radio; Recreation; Social Studies
IDENTIFIERS- Japanese People

This unit focuses on Japanese radio exercises which became popular in Japan just after World War II and are still used among students and workers in companies to help raise morale and form group unity. The exercises reflect the general role of exercise in Japanese culture--to serve as a symbol of unity and a broad-based view which is globally inclusive and acknowledges a long, distinguished history. The book asserts that music education has often been too narrowly focused on music instruction in elementary and secondary schools. Through a process of intellectual questioning, the reader is drawn into an expanded definition that finds music education across a broad spectrum from family to churches and businesses and explores the interdisciplinary nature of music across diverse literature and fields. The author emphasizes world music and ethnomusicology as equal partners alongside more conventional sounds and styles that have dominated the classroom. Chapters include: (1) "In Search of Music Education"; (2) "On Spheres of Musical Validity"; and (3) "A Dialectical View of Music Education." (EH)

ED 418 049 SO 028 756

Greco, Vincent
Investigation of the Effects of Student-Selected Repertoire on the Practice Habits of Instrumental Music Students.
PUB DATE- 97
NOTE- 99p.; M.A. Action Research Project, Saint Xavier University & IRI/Skylight.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Reports - Research/Technical (143)
DESCRIPTORS- *Action Research; Fine Arts; Grade 5; Grade 6; Instrumentation and Orchestration; Intermediate Grades; Middle Schools; *Music; Music Activities; *Music Education; Music Techniques; Musical Instruments

This report describes a program for intensifying student motivation to increase their weekly instrumental practice time. The targeted population was second and third-year instrumental music students in grades 5-6. The students were drawn from two different elementary schools within the same district in an upper-middle class community adjacent to a major metropolitan area. Intervention strategies included a student survey on choice of repertoire, arrangement of the chosen selections in keys and tessitura that were appropriate to the age and experience of the target population, and the scheduling of a special concert for student to perform their selections. Post intervention data indicated an increase in practice time and a decrease in attrition rate for students in the experimental group. Further analysis yielded no significant change in lesson attendance for either the control group or the experimental group. Students from both schools expressed a desire to explore music of different styles and genres. (Author/EH)

ED 418 050 SP 037 759

Norton, Janet Lynn
Learning from First Year Teachers: Characteristics of the Effective Practitioner.
PUB DATE- 97
NOTE- 30p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Memphis, TN, November 13, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beginning Teachers; Elementary Education; Elementary School Teachers; Locus of Control; Personality

IDENTIFIERS- California State University Long Beach

The National Council of Teachers of English and the International Reading Association recently released language arts standards. California State University, Long Beach (CSULB) has been engaged in collaborative projects with local school districts in two counties (Los Angeles and Orange). This paper highlights CSULB's efforts with language arts standards. If national standards are to be assessed effectively, there must be significant local control in how the standards are interpreted and implemented as well as local purveyance in designing assessment procedures. Part of the work with the school districts has been to better prepare students in language arts/literacy. University faculty and school teachers collaborate to provide enhanced experiences for preservice teachers. University students in composition participate in composition tutorials, field experiences, and methods classes. They are also involved in developing standards and portfolios through collaborative activities. The teacher education program trains teachers to align curriculum, instruction, and assessment; to be aware of issues involved in this alignment; and to identify alternative paths of assessment. To work with standards-based teacher education, there must be public school interest in the efforts. School and university faculty must be knowledgeable about standards and willing to collaborate. There must be a mutually agreed upon student teaching component and other field experiences so student teachers benefit from their training. (Contains 15 references.) (SM)

ED 418 067 SP 037 857

Hannula, Markku, Ed.
Current State of Research on Mathematical Beliefs V. Proceedings of the MAVI-5 Workshop (August 22-25, 1997). Research Report 184.
PUB DATE- 98
NOTE- 97p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- College Students; Computer Science Education; Elementary Secondary Education; Foreign Countries; Higher Education; Language Minorities; *Mathematics Education; *Mathematics Teachers; Metaphors; Preservice Teacher Education; Secondary School Students; Sex Differences; *Student Attitudes; Student Characteristics; *Teacher Attitudes; Teacher Researchers
IDENTIFIERS- Finland; Germany; Swedish Speaking; Ukraine

This report includes all of the presentations from the fifth annual workshop on the Current State of Research on Mathematical Beliefs held in Helsinki, Finland, on August 22-25, 1997. The papers, all of which were presented in English, are as follows: "Between Formalism and Creativity: Teachers' Conceptions of a Good Computer Science Student" (Peter Berger); "Mathematical Views of Seventh-Graders in Bielefeld and Aschaffenburg" (Gunter Graumann); "Teacher as an Enactivist Researcher" (Markku Hannula); "Change in Mathematical Views of First Year University Students II" (Iris Kalesse); "Metaphor and Teaching" (Ingrid Kasten); "The Development of Prospective Teachers' Math View" (Sinikka Lindgren); "Can Gender, Language and Regionality Affect Choices in Upper Secondary School Mathematics?" (Marja Nevanlinna); "Teachers' Conceptions on Mathematics Teaching" (Erkki Pehkonen); "Pupils' Beliefs on Mathematics Teaching in Ukraine" (Sergy A. Rakov); "Students' Mathematical Beliefs as Predictors of Mathematical Performance at Entering College Level" (Martin Risnes); "Discontinuities of

Teaching Careers Program. This program recruits qualified individuals, particularly minorities, who want to become teachers and work in hard-to-staff, low income, rural and urban public schools. Candidates are recruited from nontraditional sources and include school-age students. In 1992, a study investigated program effectiveness. The study included a survey of programs designed to encourage school-age children to consider careers in teaching; site visits to selected precollegiate teacher recruitment efforts identified by the survey; comprehensive literature reviews; and scans of foundation-, state-, and federally-supported precollegiate teacher recruitment initiatives. The 1994-1995 followup survey involved 253 programs. The survey examined whether or not the precollegiate recruitment programs were effective enough to warrant continued or extended foundation support. Results indicated that over the years, programs became more selective in accepting candidates and significantly increased efforts to recruit minorities. Programs made progress in nine areas: connectedness, apprenticeship-style activities, adequate staff support, clear entrance requirements and high expectations, sufficient resources, resources for college matriculation, modeling an evolving concept of teaching, rigorous evaluation, and long-term commitment at all levels. The publication provides a checklist of recommendations for stakeholders concerned with precollegiate teacher recruitment nationwide. A directory of precollegiate programs by state is included. (SM)

ED 418 084 SP 037 876

Tozer, Steven, Ed.; Anderson, Thomas H., Ed.; Armbruster, Bonnie B., Ed.
Foundational Studies in Teacher Education: A Reexamination. Special Issues from the Teachers College Record.
PUB DATE- 90
NOTE- 166p.; "Originally published in Teachers College Record, v.91, no.3, Spring 1990."
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Case Studies; Cultural Influences; Diversity (Student); Educational History; *Educational Psychology; Elementary Secondary Education; Equal Education; *Foundations of Education; Higher Education; Knowledge Base for Teaching; *Preservice Teacher Education; Psychological Patterns; Public Education; Racial Bias; Sex Differences; *Social Influences; Student Evaluation; Student Motivation; *Teacher Education
IDENTIFIERS- Teacher Knowledge

This collection of essays focuses on the role of psychological and cultural foundations in teacher education. Following an introduction by the editors, the 12 essays are as follows: "Reconnecting Foundations to the Substance of Teacher Education" (Lee S. Shulman); "A Reconceptualization of Educational Foundations" (Jonas F. Soltis); "Educational Psychology as a Foundation in Teacher Education: Reforming an Old Notion" (Penelope L. Peterson, Christopher M. Clark, and W. Patrick Dickson); "Classroom Knowledge as a Foundation for Teaching" (Walter Doyle); "Race and Ethnicity in the Teacher Education Curriculum" (William Trent); "The Role of History in the Education of Teachers" (Paul C. Violas); "Examining Gender as a Foundation within Foundational Studies" (Glorianne M. Leck); "Some Maxims for Learning and Instruction" (Richard C. Anderson and Bonnie B. Armbruster); "Motivation: What Teachers Need To Know" (Carole A. Ames); "Essentials of Student Assessment: From Accountability to Instructional Aid" (Robert

CRESST's assessment software. During the past several years, CRESST has been developing and evaluating a series of software products to measure various types of learning. Collectively, these are called the Integrated Assessment System. The integrated simulation CRESST has developed includes both collaborative and individual concept mapping tasks, a problem-solving search task, an explanation task, and a metacognitive questionnaire. New tools should measure one or more aspects of the CRESST model of learning, be stand-alone or integrate with other tools, have authoring capacity, use automated scoring, and be Internet-deployable. Specifications are listed for eight proposed tools, and each is evaluated for the CRESST requirements. The tools are: (1) Collaborative Concept Mapper, a tool for group use; (2) Flowcharter, a tool to allow students to sequence events; (3) Idea Generator and Evaluator, a tool for group problem solving; (4) Model Simulator, a model building tool; (5) Networked Team Simulator, a team model builder; (6) Multimedia Concept Mapper, a multimedia tool for concept mapping; (7) Outliner, an organizing tool; and (8) Problem Solver, an instrument to measure problem solving processes. (Contains 4 tables and 13 references.) (SLD)

ED 418 103 TM 028 197

O'Neil, Harold F., Jr.; Schacter, John
Test Specifications for Problem-Solving Assessment.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Computer Assisted Testing; Computer Software; Criteria; *Educational Assessment; *Measurement Techniques; *Problem Solving; *Scoring; Test Construction; Test Theory
IDENTIFIERS- High Stakes Tests; *Test Specifications

This document reviews several theoretical frameworks of problem-solving, provides a definition of the construct, suggests ways of measuring the construct, focuses on issues for assessment, and provides specifications for the computer-based assessment of problem solving. As defined in the model of the Center for Research on Evaluation, Standards, and Student Testing (CRESST), problem solving is a cognitive process directed at achieving a goal when a solution method is not obvious to the problem solver. Issues that would drive the assessment specifications for a CRESST assessment would be: (1) selection/modification/generation of a conceptual framework; (2) what to measure; (3) assessment approaches; (4) criteria; (5) type of technology; (6) purpose of testing; (7) type of competency tested; (8) high or low stakes level of testing; (9) contexts; and (10) recommended testing time. With these points in mind, specifications for the assessment were developed, and are presented in table form. The feasibility study previously reported (J. Schacter et al., 1997), which used these specifications, illustrated that a Web-based, information-rich environment with these specifications can measure student problem solving. An appendix contains the scoring key for the developed assessment. (Contains 3 figures and 32 references.) (SLD)

ED 418 104 TM 028 198

explored. Consequences of discrepancies and adjustments are discussed. The results of tests of nine typologies are presented. For some typologies (Catholic Parochial, Catholic Private, Conservative Christian, and Other Affiliated) the operational assessment shows the impact of adjustment on the SASS at least did no apparent harm, and an independent assessment shows that it might have been beneficial to accuracy. For three other typologies (Other Unaffiliated, Nonsectarian Regular, and Nonsectarian Special) the Generalized Least Squares (GLS) adjustment may have caused severe problems. Overall, results suggest that the use of a modified GLS reweighting, even when beneficial, does not make much of a positive difference beyond achieving consistency with PSS. Other methods appear needed to take advantage of the opportunity offered by having both surveys fielded for the same year. An appendix discusses a media GLS method. (Contains 19 tables, 36 figures, and 23 references.) (SLD)

ED 418 121 TM 028 215

Suleiman, Mahmoud; Moore, Rock
An Alternative Approach for Language Arts and Social Studies Assessment.
PUB DATE- 98
NOTE- 10p.; Portions of this paper presented at the Conference of the National Council for Social Studies (Anaheim, CA, November 20-22, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Democracy; *Educational Assessment; Elementary Secondary Education; *Language Arts; Multicultural Education; *Social Studies; Standards; Teaching Methods; *Test Construction
IDENTIFIERS- *Alternative Assessment

This paper explores issues related to alternative assessment approaches in language arts and social studies classrooms. A rationale for a more comprehensive assessment approach within a democratic framework is developed, and ideas for constructing rubrics in language arts and social studies classrooms are presented. Pedagogical implications for the enhancement of professional teaching and creating a more democratic culture of learning are considered. As the example of a writing rubric demonstrates, standards or grading criteria for social studies and language arts activities must be clear, realistic, challenging, and consistently reinforced. Scoring criteria, or rubrics, can: (1) reduce biases by defining clearly excellent, good, or poor work; (2) have consistent guidelines understood by all parties; and (3) help students evaluate their own work and progress toward excellence. Democratic assessment procedures in tandem with tested and proven evaluation standards and tools can contribute to maximizing learning and improving teaching in schools. In addition, a democratic approach to assessment must be linked to the students' own expectations and background knowledge. (Contains nine references.) (SLD)

ED 418 122 TM 028 216

Walker, David L.
A Review and Critique of CareerScope (tm): Career Assessment & Reporting Software.
PUB DATE- 98
NOTE- 11p.; Paper presented at the Annual Meeting of the

Wang, Wen-Chung
An ANOVA-Like Rasch Analysis of Differential Item Functioning.
PUB DATE- 98
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Analysis of Variance; Foreign Countries; *Item Bias; Item Response Theory; Simulation; *Test Items
IDENTIFIERS- *Rasch Model

The conventional two-group differential item functioning (DIF) analysis is extended to an analysis of variance-like (ANOVA-like) DIF analysis where multiple factors with multiple groups are compared simultaneously. Moreover, DIF is treated as a parameter to be estimated rather than simply a sign to be detected. This proposed approach allows the investigation of the effects of DIF on items more thoroughly. Results of simulation studies show that the parameters of the proposed models were recovered very well. A real data set with 10 dichotomous items was analyzed. Implications and applications are discussed. (Contains 4 tables, 2 figures, and 10 references.) (Author/SLD)

ED 418 142 TM 028 238

Lamare, Judith
Sacramento START: An Evaluation Report, September, 1996-May, 1997.
PUB DATE- 98
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Achievement Gains; Achievement Tests; *After School Programs; Day Care; Elementary Education; *Elementary School Students; Enrichment Activities; Literacy; *Low Income Groups; Principals; Program Evaluation; Tables (Data); Teacher Attitudes; Urban Youth
IDENTIFIERS- *California (Sacramento); Sacramento City Unified School District CA

This report provides an assessment of the progress of Sacramento START, an after-school learning program, for the period from September 1996 through May 1997. Evaluation instruments included standardized test scores for students in grades three through six and interviews with 18 principals from 20 START schools and teachers from 18 schools. Test scores are reported for the Sacramento (California) City Unified School District, the North Sacramento School District, and the Natomas School District. The program's goals are to provide a safe, positive afterschool environment for low-income children, to build the capacity of these children to succeed academically and socially, and to connect neighborhoods with schools by providing part-time employment to neighborhood residents, including the families of some START participants. The Sacramento START program operated in five school districts, and enrolled more than 2,000 students. It employed 134 staff members, 73% of whom were residents of the neighborhood of the participating school. An estimated $7.9 million in low-income family child care costs was saved, and over $500,000 was earned by neighborhood residents. The cost to the community was estimated at $3.50 per child per day. Minority children comprised 83% of participants. In the North Sacramento School District, the longer a child was enrolled, the greater the improvement in standardized test scores. In the Sacramento City

Ciotti, Paul
Money and School Performance. Lessons from the Kansas City Desegregation Experiment. Policy Analysis No. 298.
PUB DATE- 98
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Black Students; *Court Litigation; Desegregation Effects; *Desegregation Plans; *Educational Finance; Educational Improvement; Elementary Secondary Education; Expenditures; *Resource Allocation; *School Desegregation; School District Wealth; *Urban Schools
IDENTIFIERS- *Kansas City Public Schools MO

To improve the education of black students and to encourage desegregation, a federal judge ordered the Kansas City (Missouri) school district to come up with a cost-is-no-object educational plan and ordered local and state taxpayers to find the money to pay for it. Kansas City spent as much as $11,700 per pupil, more money per pupil on a cost of living adjusted basis than any other of the 280 largest school districts in the country. The money paid for higher teachers' salaries, 15 new schools, and such amenities as an Olympic-sized swimming pool, television studios, a robotics laboratory, a wildlife sanctuary and zoo, a model United Nations, and field trips to Mexico and Senegal. The student-teacher ratio became 12 or 13 to 1, the lowest of any major school district in the country. In spite of all of this, achievement test scores did not rise, the gap between black and white students did not narrow, and there was less, rather than more, integration. The experiment in Kansas City suggests that educational problems cannot be solved by throwing money at them. The structural problems of the educational system are far more than a lack of material resources. In Kansas City the focus on desegregation diverted attention from the real problem of low academic achievement. Similar things are occurring in Sausalito (California), where the affluent school system is still not enough to bring about high achievement. (SLD)

ED 418 161 UD 032 220

Shevitz, Linda Pollack; Shaffer, Susan Morris
Women's Journeys, Women's Stories: In Search of Our Multicultural Future. Units in U.S. Women's History. Teacher Guide.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 97
NOTE- 129p.; For the accompanying "Student Manual," see UD 032 221.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- American Indians; Asian Americans; *Curriculum; *Females; *Futures (of Society); Guides; Hispanic Americans; Immigrants; Intermediate Grades; Jews; Junior High School Students; Junior High Schools; Middle Schools; Multicultural Education; *United States History; *Womens Studies
IDENTIFIERS- Middle School Students; United States (South)

This collection of curriculum units in U.S. history tells some of the untold women's stories that describe some of the historical events and social settings of the past and illustrate some trends for the future. These stories are intended to encourage middle school and junior high school students to explore

Schools; Minority Groups; Racial Balance; *Racial Discrimination; *Urban Schools; Urban Youth; White Students
IDENTIFIERS- Latinos; *New York City Board of Education

The New York Association of Community Organizations for Reform Now (ACORN) is a grass-roots community organization representing 20,000 mostly low-income residents of New York City. This report presents evidence uncovered by ACORN of institutional racism in the New York City public schools that prevents parents of color from making informed decisions about their children's education. In nearly 100 test visits to schools in 16 community school districts, the ACORN Schools Office discovered that Black and Latino parents were permitted to speak with an educator less than half as often as White parents, and that White parents were given tours of the school two and a half times more often than Black or Latino parents. White parents appeared to receive better treatment, and access to information about gifted programs appeared to vary by the race of the person making the inquiry. Many times discrimination was evident only when the experiences of white and minority parents could be compared. ACORN is not concerned with why this discrimination exists, whether conscious or unconscious, but it is concerned with the ways in which it closes off options for students. The most blatant result of the narrowing of opportunity is seen at the city's premier academic high schools, Stuyvesant and Bronx Science. In a system where 39% of high school students are Black and 34% Latino, Stuyvesant has less than 5% Black and just over 4% Hispanic, and Bronx Science has less than 11% Black and about 9% Hispanic. Specific recommendations are made by ACORN to reverse the racist treatment of parents in the schools and to examine the city's policies toward gifted students. A large chart summarizes results of some tester visits. Tester instructions and the test report form are included. (SLD)

ED 418 179 UD 032 239

Secret Apartheid II. Race, Regents, and Resources.
PUB DATE- 97
NOTE- 75p.; For a related report, see UD 032 238.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Black Students; Gifted; High School Students; *High Schools; *Hispanic Americans; *Information Dissemination; Intermediate Grades; *Magnet Schools; Middle Schools; Racial Balance; *Racial Discrimination; Secondary Education; Urban Schools; Urban Youth; White Students
IDENTIFIERS- Latinos; *New York City Board of Education

The New York Association of Community Organizations for Reform Now (ACORN) is a grass-roots community organization representing 20,000 mostly low-income residents of New York City. This report presents information about students relegated to the low achievement track that ACORN suggested, in a previous report, was inevitable when parents of color are denied information needed to make decisions about their children's education. It summarizes an investigation of what happens when students are denied the quality and content of course work and instruction they need to compete successfully for a spot in one of the city's few high schools that might prepare them for a quality university education. The investigation leads to the conclusion that the racial imbalance occurring at the city's premier academic high schools, Stuyvesant and Bronx Science, and some similar schools, is the

EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Academic Aspiration; Black Colleges; *Black Students; *College Students; Family Influence; Immigrants; *Males; *Parent Child Relationship; Performance Factors; Personality Traits; Role Models; *Success; Urban Youth
IDENTIFIERS- *African Americans

Through naturalistic inquiry, the study reported in this book sought to determine the inner qualities that compel some black males to persist and overcome adversity, while others of their socioeconomic class quit and fail. The research was designed to identify the factors that led to the successful achievement of African American male students at a 118-year-old historically black college. The study documents the traits of 17 students who were members of an honorary organization called "The President's Men." Seventeen black male students who were born outside the United States were also interviewed for the perspectives their experiences could provide. The experiences of both groups of young men indicate that nurturing is at the center of the young black male's ability to survive and to overcome obstacles, many of which are part of the black male's daily environment. When a young black male is nurtured by a significant person, it creates the capacity to persist. The bonding of the adolescent to a person who provides strong guidance and is a positive role model gives the young man a sense of responsibility. Students in this study were introspective. They took charge of their own lives, made constructive choices, and focused on goal-oriented behavior. A supportive environment, family, church, or school, was also necessary. Overall, the study shows that someone has to care for the student. One appendix contains the study's biographical profile form, and the other contains selected interview transcripts. (Contains 3 figures and 70 references.) (SLD)

ED 418 196 UD 032 256

Lott, Juanita Tamayo
Asian Americans: From Racial Category to Multiple Identities. Critical Perspectives on Asian Pacific Americans Series.
PUB DATE- 98
NOTE- 115p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Admission (School); *Asian Americans; *Classification; Cultural Awareness; Elementary Secondary Education; *Ethnic Groups; Higher Education; *Minority Groups; Multicultural Education; *Racial Differences

The experience of Asian Americans as a racial category and as a multiplicity of identities in the United States is examined. Demographically, Asian Americans are the fastest growing racial and ethnic group in the United States. Race continues to be the major organizing principle in the United States for black and nonblack minorities, including Asian Americans. Whether racial and ethnic minorities still matter in an increasingly multicultural America is an intriguing question, but categories are still used in discussions of education and multiple social issues. Because group identification does not occur in a vacuum, but within the context of how a society defines groups, Asian Americans are examined in terms of current racial and ethnic statistical policy. Following an introduction, chapters 2 and 3 are devoted to Directive 15 of the federal Office of Management and Budget. With Directive 15, the use of racial classification shifted from one of exclusion to one of explicit

This roundtable report draws on recent developments and trade press articles to show the trends and drivers that are redefining the fundamental conditions and relationships of markets, organizations, and social relationships. The report is divided into four main sections. In the first, "The New Competitive Landscape" brought on by networked technologies is described. Implications for defining quality of service and new business models are discussed, as well as the dynamics of competition in a networked environment. The second section, "How Intranets are Transforming Organizations," addresses transformations in organizational structures, leadership styles, and reward systems within companies brought on by electronic mail, intranets, and shared access to company files. The third section, "The Promise of Virtual Keiretsus," describes one model for interfirm electronic cooperation which is based on the networks of Japanese businesses that enter into long-term commitments among partners. In the final section, "Networked Environments, Community, and the New Market for Loyalty," the report examines the effect of technology on identify formation, interpersonal relationships, and community building. A list of conference participants is appended. (AEF)

ED 417 752 IR 056 981

Universal Service in the Digital Age: The Commercialization and Geography of U.S. Internet Access. Research Brief No. 5.
PUB DATE- 98
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Information; Computer Oriented Programs; Information Industry; Information Policy; *Information Services; Information Technology; *Internet; Online Vendors; Trend Analysis
IDENTIFIERS- *Information Providers

In 1997, the Council on Library and Information Resources (CLIR) supported a project on the geographic spread of the commercial Internet Service Provider (ISP) market. This Research Brief describes some of the principle findings of a report (by Professor Shane Greenstein of the Kellogg Graduate School of Management, Northwestern University) on the project. The ISP market is the leading supplier of Internet access in the United States. A critical issue for policymakers is whether commercial ISPs will naturally provide wide geographic scope of their own accord, in pursuit of profitability. There are two predominant business models of commercial service providers: one that depends on firms structured to provide a national service, and one that depends on local firms providing local services. The commercial ISP industry will provide geographic scope not as an end in itself but as part of a general strategy to target a particular type of customer. ISPs are assigned to five categories in terms of strategy/structure: urban/national; urban/local; rural/local; rural/national; and regional firms. The survival of local and national ISPs has important implications for the geographic scope of the industry; expansion of the Internet by ISPs is driven by pursuit of commercial opportunities. Structural and strategic differences in the ISP industry and within markets should be central issues in policy discussions of universal access to advanced communications and computing technology. Two United States maps show the distribution of ISPs in March 1997, and urban counties with and without ISPs for the same month and year. (AEF)

IDENTIFIERS- *Wisconsin Technical College System
Wisconsin Technical College System distributed questionnaires to graduates from its 16 community colleges to compile a graduate follow-up survey. The primary objectives of the survey were to identify the current activities of program graduates, determine the extent to which current activities are related to the graduates' educational programs, provide information to be used as tools in career awareness and planning efforts for those making or assisting in career decisions, and provide data to facilitate program planning, evaluation, and development. The survey response rate was 83%. Results indicated that the majority of students were white females aged 20-24 years. About half of the students stated that they attended college to prepare for employment, and 97% of them were satisfied with the training they received. Almost all of the graduates were employed, with the majority of employment directly related to college training. Eighty-eight percent of those employed work in Wisconsin, mostly in the health field. The highest median annual salary, $24,996, was in the technical field. Tables of individual program response data and Web site information are provided. Appendix includes survey instrument and an index to data tables. (YKH)

ED 417 774 JC 980 167

Bartlett, Jean; Sawma, Terry; Statz, Charles; Vela, Jesse
Skills: Onward through the Fog.
PUB DATE- 98
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Career Planning; *Educational Assessment; Educational Objectives; *Employment Potential; *High School Graduates; High Schools; *Job Skills; Labor Force Development; Outcomes of Education; Postsecondary Education; *Secondary Education; Skill Development; Student Educational Objectives
IDENTIFIERS- *Secretarys Comm on Achieving Necessary Skills
The Secretary's Commission on Achieving Necessary Skills (SCANS) was asked to examine the demands of the workplace and determine whether young people are capable of meeting these demands. Six panels were established to examine all manners of jobs from manufacturing to government employment and conduct in-depth interviews with workers in a wide range of jobs. After its investigation, SCANS reported to the Secretary of Labor, and also in an open letter addressed to parents, employers, and educators, that more than half of high school graduates leave school without the knowledge or foundation required to find and hold a good job. Further, SCANS recommended that (1) all American high school students develop a set of competencies and foundation skills; (2) the qualities of high performance that characterize America's most competitive companies must become the standard for all companies, be they large or small, local or global; and (3) the nation's schools be transformed into high-performance organizations in their own right. The report identifies five competencies and a three-part foundation of skills required in the workplace, and includes a description of the methodology and survey instrument used. Contains 13 references. (EMH)

ED 417 775 JC 980 169

remediation in at least one area, and that the pass rate in developmental mathematics was approximately 50%. A two-part intervention program was initiated to help at-risk developmental math students and improve pass rates. Each developmental math instructor was paired with a counselor. At-risk students met with designated instructors and counselors to devise strategies for academic success. In addition, a series of workshops requiring student participation and group work were planned to encourage learning. Topics included time management and goal setting, math anxiety, test-taking skills, using a calculator, memory aids, and note-taking and study skills for math. Not only did the students benefit, with pass rates in each target group improving significantly, but faculty also learned a great deal about math study skills. This allowed the faculty to improve their methodologies and broaden their approaches to student learning. Faculty and administrators credited attention to the behavioral/affective dimension of student learning as the primary reason for the program's success.(YKH)

ED 417 792 JC 980 192

Glyer-Culver, Betty; La, Minh
High School Graduate Participation Rates: Proportions of Sacramento Area High School Graduates Enrolled in Los Rios Community College District, Fall 1996-Fall 1993.
PUB DATE- 98
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Access to Education; Age Groups; *Cohort Analysis; Community Colleges; *Demography; *Enrollment; Enrollment Influences; Enrollment Rate; *Enrollment Trends; *High School Graduates; High Schools; Population Trends; Student Characteristics; Student Recruitment; Two Year College Students; Two Year Colleges
IDENTIFIERS- American River College CA; Cosumnes River College CA; *Los Rios Community College District CA; Sacramento City College CA

This Los Rios Community College District (LRCCD) report profiles the enrollment patterns of recent high school graduates who attend Los Rios Colleges. It includes data on participation rates from all feeder high schools in the greater Sacramento area, and provides insights as to where participation growth and decline occur. The cohort includes students enrolled at Los Rios colleges from fall 1993 to fall 1996 who are 19 years or younger, received a high school diploma, and last attended high school in the year specified. The report begins with a district composite, then provides enrollment information on American River College, Cosumnes River College, and Sacramento City College. It then lists the top ten feeder high schools for each school, providing data on the enrollment trends of high school graduates with respect to a particular school. Results indicate that a little more than half of the new high school graduates attending American River College come from its top ten feeder schools, while 80.2% of Cosumnes' and 72.1% of Sacramento's come from their top ten feeder schools. These differences, as well as others discovered from the study, pose specific recruitment challenges for each of the Los Rios colleges. (YKH)

ED 417 793 JC 980 194

Parsons, Michael H.

Management System?
PUB DATE- 97
NOTE- 11p.; Paper presented at the Annual Convention of the National Association of School Psychologists and California Association of School Psychologists (Anaheim, CA, April 1-5, 1997).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavior Change; *Classroom Techniques; *Discipline; Elementary School Students; Primary Education; Program Effectiveness; Program Evaluation; Student Behavior; Teacher Student Relationship
IDENTIFIERS- *Behavior Management

Many researchers and educators regard classroom-wide behavior management systems as an effective and efficient strategy to manage student behavior. This study evaluated the effectiveness of a classroom-wide management system called the Clocklight Program. Central to the program was a modified clock which was operated by the teacher by means of a hand held remote control. When the entire class was in compliance to behaviorally defined rules, the clocklight accrued time. If any student in the class was not compliant, the remote was used to shut off the clocklight. The entire class was rewarded when the clock reached the pre-specified amount of time. Participating were 24 second graders in a heterogeneous class in a rural southeastern Idaho public elementary school. Target student behaviors related to following instructions, appropriate seating, getting the teacher's attention, and giving corrective feedback. Baseline data were collected for 3 days, after which the program was implemented with the following instructional steps: (1) present reinforcers; (2) present target behaviors; (3) show students how to access rewards with the clocklight; and (4) deliver rewards. The results indicated that during the baseline period, the class was in compliance 111 minutes, or 43 percent of the instructional time. Following the baseline, the first group goal was 135 minutes and the class spent 202 minutes in compliance, 79 percent of total time available. During the next 3 days of the study, the class achieved its goal of time in compliance. The classroom teacher and the students evaluated the program positively. (KB)

ED 417 811 PS 026 366

Welfare Reform: States' Efforts To Expand Child Care Programs. United States General Accounting Office Report to the Ranking Minority Member, Subcommittee on Children and Families, Committee on Labor and Human Resources, U.S. Senate.
PUB DATE- 98
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Block Grants; *Day Care; Early Childhood Education; State Aid; *State Federal Aid; *State Programs; Welfare Recipients; *Welfare Services
IDENTIFIERS- *Child Care and Development Block Grants; *Welfare Reform

The sweeping changes of welfare reform embodied in the Personal Responsibility and Work Opportunity Reconciliation Act of 1996, and which created the Child Care and Development Block Grant, raise many questions about how states will implement subsidy programs to help an increasing number of low-income families

positive strides; (3) increased staff education and more rigorous ratio requirements did not have a marked negative impact on the child care marketplace nor did requirements significantly affect consumer costs during the 1992-96 period; (4) The greatest gains in children's development and in the quality of the early childhood education and care occurred when classrooms met professionally recommended ratios, which are higher than the new Florida ratios; and (5) teachers with an advanced education (associate's degree or higher) had the highest scores in terms of children's development and classroom quality; however, in 1996, teachers with a CDA or equivalency were warmer and more sensitive as well as more responsive with children than those with less than a CDA. (HTH)

ED 417 829 PS 026 393

Robinson, Robert A.
Welfare Reform: Effects of Changes Made to the Summer Food Service Program. Testimony before the Subcommittee on Early Childhood, Youth and Families, Committee on Education and the Workforce. House of Representatives.
PUB DATE- 98
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Food; *Hearings; Nutrition; Program Evaluation; State Federal Aid; *Welfare Services
IDENTIFIERS- Department of Agriculture; Personal Responsibility and Work opp Recon Act; *Summer Food Service Program; Welfare Reform

These transcripts present testimony concerning the effects of changes in the Department of Agriculture's (USDA) Summer Food Service Program mandated by the 1996 Personal Responsibility and Work Opportunity Reconciliation Act. Major changes were: (1) reduced federal subsidies for sponsors; (2) eliminated federal subsidies for a fourth daily meal in summer camps and programs primarily serving migrant children; and (3) eliminated expansion grants. Testimony was based on interviews conducted with Summer Food Service Program officials and indicated that reducing sponsors' federal subsidies did not significantly affect the number of program sponsors or children participating in 1997. Almost half the states reported that sponsors reduced the number of food items in meals or reduced the number of meal locations. Several state officials said that some sponsors continued participating in 1997 to test whether they could financially manage the program with reduced funds and expected that sponsors that could not do so would leave it in future years. Representatives from the USDA and some state officials said that increased outreach efforts and state funding could mitigate the effects of the rate decrease on the number of sponsors and participating children. The decrease in number of meals for which summer camps and migrant sponsors could be reimbursed resulted in loss of a reimbursement for a snack, not a meal. The loss of start-up and expansions grants may not have had a significant effect because they were not widely used. (KB)

ED 417 830 PS 026 394

Collier, Lana; Hatch, Amos; Keyl, Julie; LoRe, Sondra; Phillips, Marian
Learning To Teach in Inclusive Early Childhood Settings: Experiencing an Innovative Teacher Preparation Program.

Special Protections, "No Age of Innocence: Justice for Children" (Lisbet Palme); and (7) Industrialized Countries, "Healthy Cities, Healthy Children" (Leonard Duhl and Trevor Hancock). Also included in the report is a section describing social indicators of less populous countries, regional progress toward Year 2000 goals, and statistical profiles detailing national information on child survival and health, education, per capita gross national product, and fertility rates. (KB)

ED 417 848 PS 026 422

Robinson, Grace
Older Child Adoption.
PUB DATE- 98
NOTE- 180p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adopted Children; *Adoption; *Adoptive Parents; Anger; *Behavior Problems; Child Abuse; Child Neglect; Child Rearing; Child Welfare; Childhood Attitudes; Emotional Adjustment; *Emotional Response; Family Environment; Foster Care; Grief; Parent Attitudes; *Parent Child Relationship; Parenting Skills; Public Policy; Social Services

Based on interviews with 30 families who adopted children over the age of 2, this book provides prospective and current adoptive parents with insight into the seemingly irrational behavior of the older adopted child, providing coping models and questioning the policies governing the services provided to such children and their families. The first part of the book focuses on the various unresolved feelings older adopted children experience and how parents must manage this challenge without taking the child's behavior "personally." The chapters in this part are: (1) "The Traumatized Child"; (2) "The Grieving Child"; (3) "The Child with More than One Mother"; (4) "The Attachment Disordered Child"; (5) "The Sexually Abused Child"; and (6) "The Child with Provocative Behavior." The second part of the book deals with how adoption, particularly of older children, takes the definition of nuclear and extended family far beyond blood or resemblance, stretches the capacity of a community to provide services, and requires a commitment that transcends feeling and expectation. Chapters in this section are: (7) "A Family that is Different"; (8) "A Family that Needs Services"; and (9) "A Family that Transcends Expectations." The book concludes with a glossary and a brief listing of national resources for adoption. (Contains 31 references.) (HTH)

ED 417 849 PS 026 423

Quality Child Care and After-School Programs: Powerful Weapons against Crime. A Report from "Fight Crime: Invest in Kids."
PUB DATE- 98
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adolescents; *After School Programs; At Risk Persons; Child Abuse; Children; *Crime Prevention; *Day Care; Delinquency; Educational Quality; Elementary Education; Federal

self-initiative, appreciation of differences and similarities, and family culture. The chapters of the book are: (1) "Education and Democracy"; (2) The Child-Centered Classroom"; (3) "Creation of a Plan for the Child-Centered Classroom"; (4) "Equality"; (5) "Skills, Talents, and Creativity"; (6) "Encouragement of Positive Behavior"; (7) "Development of Healthy Habits"; (8) "Communication with Children, Parents, and Others"; (9) "Family and Community Involvement"; and (10) "The Transition to Primary School." Each of the chapters includes a "parent page" with suggestions for supporting the particular democratic ideal of the chapter. Contains 14 references. (HTH)

ED 417 867   PS 026 457

Sherman, Arloc
Poverty Matters: The Cost of Child Poverty in America.
SPONS. AGENCY- Prudential Foundation, Newark, NJ.; Metropolitan Life Insurance Co., New York, NY.; Foundation for Child Development, New York, NY.
PUB DATE- 97
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Failure; Change Strategies; *Child Development; Child Health; *Children; Employment; *Family Environment; Housing; Low Income; *Poverty; *Public Policy; Social Problems; Stress Variables; Welfare Services; Well Being
IDENTIFIERS- Family Support; *Long Term Effects; *Social Costs

The poverty affecting 14.5 million U.S. children living below the poverty line poses long-term effects, including risks to health, educational achievement, family stability, and employment prospects. This report provides compelling evidence of the substantial costs of poverty among children to our nation's economic well-being, and shows that policies to reduce the poverty rate among children must be a fundamental part of efforts to build a healthy economy for the 21st century. The report examines: (1) the odds against poor children; (2) whether ending poverty can really help; (3) updated estimates of economic costs of children's poverty; (4) why poverty hurts children; and (5) how to end poverty. Key findings noted in the report include the following: (1) poverty puts children at a greater risk of falling behind in school than does living in a single-parent home or being born to teenage parents; (2) reasons for poor children's problems appear to include their families' inability to afford adequate housing, nutritious food, or adequate child care, as well as problems of lead poisoning, limited learning opportunities at home, and severe emotional stress and family breakup caused by economic strains on the parents; and (3) research indicates that problems manifested by children in poverty are not the side effects of race, mother's educational or marital status, nor deep-seated traits inherent in poor families. Recommendations noted in the report include: (1) ensuring availability of jobs with family-supporting wages; (2) expanding education and training; (3) ending disincentives for marriage; and (4) ensuring a safety net for those exiting welfare. (HTH)

ED 417 868   PS 026 461

Edelman, Marian Wright
America CAN Stand Up for Children.
PUB DATE- 96
NOTE- 12p.; Speech presented at the Stand for Children Day

Education in the 21st Century. Conference Proceedings of the American Council on Rural Special Education (18th, Charleston, SC, March 25-28, 1998); see RC 021 434.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; *Constructivism (Learning); Cooperative Learning; Educational Strategies; *Instructional Design; *Learner Controlled Instruction; Learning Processes; *Learning Strategies; Planning; Teacher Student Relationship
IDENTIFIERS- Social Constructivism

This paper outlines assumptions and principles related to computer mediated learning (CML) and suggests instructional design and classroom strategies for CML planning and practice. The pedagogy of control is contrasted with the pedagogy of choice and the latter constructivist viewpoint is recommended as the basis of CML. Assumptions about learning in the pedagogy of choice are explained, including reality as a mental construction, disequilibrium leading to learning, learners' construction of learning, transformation of information through construction, self-construction versus social construction, and differential time needs. Instructional design practices in CML are outlined: (1) constructivist planning practices that foster student development (instruction in realistic settings, using existing knowledge, learning as ongoing conversation, time for reflection and guided practice, flow charts to show multiple tracks, just-in-time learning and design, field-testing materials); (2) cognitive practices related to rules and norms, student self-regulation, reflective procedural knowledge, personalized learning, self-assessment/analysis, use of concept maps, collaborative research, idea generation, coaching, problem-based practice, and different designs for novices and experts; (3) affective and motivational environments (psychologically secure environment, student empowerment, support for curiosity and intentional learning processes, project ownership, student responsibility, negotiated learning tasks); and (4) instructional design tools (advance organizers, hypertext, play, case studies, authentic learning, think-alouds). Collaborative student learning strategies include sharing perspectives, self-explanation, watching others, peer scaffolding, reciprocal teaching, and sharing ways to structure and remember information. (SV)

ED 417 886 RC 021 440

Rude, Harvey; Murray, Karl; Stockhouse, Judy
Coming Together through Comprehensive Professional Development: Key to Statewide Improvement Plans.
PUB DATE- 98
NOTE- 9p.; In: Coming Together: Preparing for Rural Special Education in the 21st Century. Conference Proceedings of the American Council on Rural Special Education (18th, Charleston, SC, March 25-28, 1998); see RC 021 434.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Agency Cooperation; *Educational Change; Elementary

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cooperating Teachers; *Deafness; Educational Benefits; Elementary Secondary Education; Higher Education; Preservice Teacher Education; *Regular and Special Education Relationship; Rural Education; *Rural Schools; Special Education; Student Teachers; *Student Teaching; *Teacher Collaboration; Teacher Education Programs; *Team Teaching
IDENTIFIERS- University of North Carolina Greensboro

As the adoption of inclusive practices moves growing numbers of deaf and hard-of-hearing students into the regular classroom, rural schools are challenged by the low incidence of hearing impairments and the need for collaboration between regular and special educators. An innovative solution that incorporates professional and interpersonal collaboration is co-teaching. Potential benefits of co-teaching are summarized, and five forms of co-teaching are briefly described. The University of North Carolina at Greensboro offers a program to prepare rural licensed teachers in the area of hearing impairment. As part of their course of study, students complete a course in collaboration and co-teaching and apply this knowledge during 15 weeks of student teaching in rural schools. All of the five forms of co-teaching have been implemented at various student teaching sites. Cooperating teachers had generally positive comments that emphasized the benefits of co-teaching: increased reinforcement and feedback for hearing-impaired students, greater attention to individual student needs, increased collegiality, the expertise provided by student teachers' training in hearing impairments, and increased reflection by cooperating teachers on their own methods and teaching styles. Negative aspects included problems with cooperative planning and with classroom control. (SV)

ED 417 902 RC 021 456

Bull, Kay Sather; Kimball, Sarah L.; Stansberry, Susan
Developing Interaction in Computer Mediated Learning.
PUB DATE- 98
NOTE- 10p.; In: Coming Together: Preparing for Rural Special Education in the 21st Century. Conference Proceedings of the American Council on Rural Special Education (18th, Charleston, SC, March 25-28, 1998); see RC 021 434.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; *Constructivism (Learning); Cooperative Learning; Distance Education; *Educational Strategies; *Learner Controlled Instruction; Learning Motivation; Peer Teaching; Teacher Role
IDENTIFIERS- Cognitive Apprenticeships; *Collaborative Learning; *Learning Communities; Scaffolding; Social Constructivism

Asynchronous computer mediated learning (CML) provides a mechanism for student interaction that is unique among educational delivery systems. Collaborative interactive learning can lead to deeper learning than is possible without interaction among learners and may enable groups of learners to become more knowledgeable than the teacher in narrow areas. This paper outlines principles and strategies for promoting student interaction and collaboration in CML settings. Assumptions of constructivist learning are outlined that related to cultural context, social constructivism, social in special education for administrators. The five courses in the concentration are briefly described. Contains 28 references. (SV)

ED 417 919 RC 021 473

Migrant Education. IDRA Focus.
PUB DATE- 98
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Academic Achievement; Educational Attainment; *Educational Cooperation; *Educational Strategies; Elementary Secondary Education; *High School Students; Limited English Speaking; Mexican American Education; *Migrant Education; *Preschool Education
IDENTIFIERS- Arkansas; *Hispanic American Students; Mexico United States Border; *Texas

This newsletter theme issue includes five articles on migrant education and migrant students. "Creative Educational Opportunities for Migrant Students" (Abelardo Villarreal, Anita Tijerina Revilla) discusses the need to increase high school graduation rates among migrant students, the high dropout rate and low standardized test scores of Texas migrant students, technical assistance available to migrant educators from the comprehensive regional assistance centers, and strategies to remove barriers to graduation for migrant high school students. A table lists second-language acquisition strategies and activities for students at beginning, intermediate, and advanced levels of English language learning. "Schools As Communities of Learners: An Initiative toward Creating Democratic Education" (Anita Tijerina Revilla) describes an initiative to improve schools along the U.S.-Mexican border by creating learning communities and partnerships that include students, parents, teachers, and local businesses. In "A Call from Beyond," LeRoy Johnson reflects on his youth as a migrant worker and the day he found out he was going to college. "Migrant Students and the Influence of Teachers" (Frank Gonzales) describes a library program of Spanish-language preliteracy activities developed by four teachers in an Arkansas school district. "1997 Exemplary Migrant Students" profiles two Texas migrant students honored for their academic successes in a booklet of 37 such profiles. A list of educational web sites dealing with migrant education is included. (SV)

ED 417 920 RC 021 474

Math and Science. IDRA Focus.
PUB DATE- 98
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- College Preparation; *Computer Software; Computer Uses in Education; *Educational Strategies; Elementary Secondary Education; *Equal Education; Females; Hands On Science; *Limited English Speaking; Mathematics Achievement; *Mathematics Education; Mexican American Education; *Science Education; Teaching Methods
IDENTIFIERS- Texas

This newsletter theme issue includes six articles on improving math and science education, particularly for poor, Limited-

DESCRIPTORS- Calculus; Course Descriptions; *Curriculum
Enrichment; Higher Education; *Instructional Materials;
Mathematics Education; *Remedial Instruction; *Textbook
Preparation
IDENTIFIERS- *Precalculus

This document describes a two-year project designed to prepare, desk-top publish, and class-test supplemental materials geared specifically toward a slower-paced, one-year Calculus I course that integrates the review of precalculus topics as they are needed. This course replaces the traditional two-semester Precalculus-Calculus I sequence for underprepared students. This report includes an executive summary involving project overview, statement of purpose, background and origins, project description, evaluation/project results and conclusions. A 1992 draft of the text: "A Companion To Calculus"; an evaluation report of the two-year project; announcements and program materials from the dissemination conference, and two papers related to this project are contained in appendices. (ASK)

ED 417 939 SE 061 200

Riley, Richard W.
The State of Mathematics Education: Building a Strong Foundation for the 21st Century.
PUB DATE- 98
NOTE- 6p.; Remarks presented at the Conference of the American Mathematical Society and the Mathematical Association of America, January 8, 1998.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Standards; College Preparation; Cross Cultural Studies; Educational Change; *Educational Objectives; *Educational Philosophy; Elementary Secondary Education; Futures (of Society); *Mathematics Achievement; *Mathematics Education; Teacher Qualifications; Values
IDENTIFIERS- *Third International Mathematics and Science Study

This speech, presented by the U.S. Secretary of Education, speaks to mathematics educators about the need to reach for high standards of learning in mathematics as an ever more important part of preparing students for an increasingly complex global economy. One of the major concerns is increased polarization and dissension about how mathematics is taught. Energy employed in these battles should be spent on a crusade for excellence in mathematics for every student. Such a crusade should include building a culture of learning. This involves raising standards of teaching and learning in elementary through secondary schools, particularly in the middle school years when American students begin to lag behind students in other countries; developing a voluntary national test in eighth grade mathematics; and making sure that mathematics teachers have the training and commitment to teach mathematics well and understand how to blend different teaching approaches. Changes in teacher education are also necessary. For example, courses in schools of education must be redesigned to focus on the rigorous mathematical content that is tied to the content that teachers will teach. Further, more partnerships should be forged between educational institutions, teachers, technology centers, and other community sources of learning. (PVD)

ED 417 940 SE 061 201

Somerville, Arleen N., Ed.

*Elementary School Science; *Hands on Science; Higher Education; *Inquiry; Inservice Teacher Education; Professional Development; Science Curriculum; *Science Education; *Student Attitudes

This study takes place within the context of the Science: Parents, Activities, and Literature (Science PALS) project and examines elementary school students' reactions to instruction implemented by teachers participating in this special problem-centered professional development program. The study focuses on student perceptions of their science instruction and student attitudes toward science learning as a function of their exposure to interactive, constructivist teaching strategies designed to focus on student ideas, utilization of literature connections, and incorporation of parents as partners. Using student perceptions and attitudes as dependent variables, teacher participation as the main independent variable, and grade levels and student gender as blocking factors, questions were answered pertaining to variations in attitudes and perceptions between students in Science PALS and non-Science PALS classrooms, grade level variations in attitudes and perceptions, and variations by gender in attitudes and perceptions. Results indicate that the Science PALs appeared to be more influential at the grade 3-6 level than at the grade 1-2 level. Results also indicate that the strategies used in Science PALs are similar to those used by most grade 1-2 teachers (i.e., using literature-based instruction, listening to children's ideas, using small-groups discussion, etc.) but different from the standard approaches in grades 3-6. The gender differences favored the female students for all perceptions of science teaching, while the differences favored the male students for all attitudes toward science learning (except "nature of science"). It is concluded that the impact of the Science PALs approach will not be fully realized until the compound effects are explored as children have multiple exposures to the treatment over their elementary school years. Twenty-one data tables are appended. Contains 13 references. (DDR)

ED 417 961 SE 061 271

CONNECTIONS: An Interdisciplinary Team Approach to Professional Development. Elementary Team.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 97
NOTE- 36p.; For related documents, see SE 061 272-273.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Standards; *Citizenship Education; *Curriculum Development; Educational Change; Elementary Education; Hands on Science; *Interdisciplinary Approach; Learning Activities; *Partnerships in Education; *Professional Development; Student Evaluation
IDENTIFIERS- New York

This report presents the results of a three-year educational partnership that supports a unique interdisciplinary team approach to professional development. The Sage Colleges collaborated with two school districts to enable educators to align content and standards; draw upon a bank of assessment vehicles, questions, and assignments; create classrooms in which students are able to make content connections across the curriculum; and develop an interdisciplinary pool of educators

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 97p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Educational Resources; Elementary Secondary Education; *Evaluation Methods; *Mathematics Education; *Measures (Individuals); *Performance Based Assessment
IDENTIFIERS- *Alternative Assessment

Mathematics alternative assessment continues to be a hot topic with much activity on development, standards setting, and relation to reform. This document defines alternative assessment as any assessment in which students construct a response to a question rather than choosing a response from a list. This annotated bibliography contains the articles representing Assessment Resources Library (ARL) holdings to date in the area of assessment alternatives in mathematics. Articles are included that stimulate thinking, provide ideas, and include actual assessment instruments as well as related articles on such topics as the impact of alternative assessment, portfolios, multiple intelligences, and electronic resources. All grade levels are represented as are both classroom and large-scale assessments and commercial and local efforts. An index is included. (Author/ASK)

ED 417 984 SE 061 329

Benedetti, Teresa A.; Reed, Michelle K.
Supervising Student Teachers Using Peer Coaching.
PUB DATE- 98
NOTE- 17p.; Paper presented at the Annual Meeting of the National Council of Teachers of Mathematics (76th, Washington, DC, April 3, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Clinical Supervision (of Teachers); Elementary Secondary Education; Higher Education; *Inservice Teacher Education; *Preservice Teacher Education; Professional Development; *Student Teachers; Teacher Education; *Teacher Supervision
IDENTIFIERS- *Peer Coaching

Traditional supervision of teachers in American schools is often mislabeled. In practice, it is more an exercise in administrative monitoring and evaluation instead of a method to help teachers grow and improve professionally. Clinical supervision, developed as an alternative to traditional supervisory methods, focuses on the non-evaluative use of classroom observation data. Peer coaching, an innovative outgrowth of clinical supervision, places the responsibility of supervision in the hands of the teachers themselves. This paper provides information on peer coaching and presents findings from other studies that show the successes of inservice peer coaching. The need for peer coaching with preservice teachers is called for and findings are shown to indicate the successes of preservice peer coaching. Several issues are proposed that should be considered when designing a preservice peer coaching program. Contains 35 references. (Author/ASK)

DESCRIPTORS- Citizen Participation; Citizen Role; *Citizenship; *Consumer Education; *Economics; *Economics Education; Global Education; High Schools; Macroeconomics; Microeconomics; Social Studies

This book opens with an exploration of the fundamental trilogy of economics - scarcity, choice, and cost. Students then examine the broad social goals of an economy in preparation for lessons treating many topics new to the precollege level such as the stock market, public choice, and aggregate supply and demand. The set of 20 lessons include: (1) "Scarcity, Choice, and Decisions"; (2) "Broad Social Goals of an Economy"; (3) "A Market in Wheat"; (4) "The Market Never Stands Still"; (5) "Markets Interact"; (6) "Price Controls: Too Low or Too High"; (7) "Price Changes Matter"; (8) "The Stock Market: Risks and Rewards"; (9) "Getting More or Using Less"; (10) "Learn More, Earn More"; (11) "Rich Man, Poor Man"; (12) "Public Goods and Services"; (13) "Third-Party Costs and Benefits"; (14) "Public Choice: Economics Goes to Washington and into the Voting Booth"; (15) "When There Isn't Pure Competition"; (16) "Until the Last Unit Equals"; (17) "The Circular Flow of Economic Activity"; (18) "Economic Ups and Downs"; (19) "Aggregate Supply and Demand: The Sum of Their Parts, and More"; and (20) "Money, Interest, and Monetary Policy." Each lesson includes core concepts, objectives, materials needed, a lesson description, procedures, and suggested evaluation. (EH)

ED 418 006 SO 028 417

Leet, Don R.; Charkins, R. J.; Lang, Nancy A.; Lopus, Jane S.; Tamaribuchi, Gail
Personal Decision Making. Focus on Economics.
PUB DATE- 96
NOTE- 163p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Consumer Education; *Economics; *Economics Education; Global Education; Macroeconomics; Microeconomics; Secondary Education; Social Studies

This book highlights and examines basic economic concepts as they relate to consumer, business, social, and personal choices. Students are shown connections between their classroom learning and their real-world experiences in budgeting, career planning, credit management, and housing. The set of 15 lessons include: (1) "Decision Making: Scarcity, Opportunity Cost, and You"; (2) "Applying a Decision-Making Model: You and Your Future"; (3) "Planning and Goal-Setting: Can You Get There from Here?"; (4) "A Student's Potential in the Labor Market: It's a Matter of Supply and Demand"; (5) "Price as a Rationing Method: How Does a Market Work?"; (6) "Financial Planning: Budgeting Your Financial Resources"; (7) "Business Decision Making: Are They Out to Get You?"; (8) "The Role of Government: Who Needs It?"; (9) "Collective Bargaining: A Negotiation Simulation"; (10) "Consumer Credit: Buy Now, Pay Later, and More"; (11) "Housing: Deciding to Rent or Buy"; (12) "Advertising: Is Consumer Sovereignty Dead?"; (13) "The Basic Questions of Health Care: What? Why? How?"; (14) "Savings and Personal Investment: If You're So Smart, Why Aren't You Rich?"; and (15) "International Economics: Why Should You Care?" Each lesson includes core concepts, objectives, materials needed, lesson description, procedure and closure. Student handouts are contained in the cooperation among the Japanese, as well as to raise energy levels and encourage good health. The purpose of the exercises is not to encourage students to become athletes but to push themselves and develop unity with their classmates. There are 13 exercises and a pronunciation guide. Students learn how to count from 1 to 10 in Japanese and to understand the cultural and historical context in which the exercises developed. (EH)

ED 418 028 SO 028 695

Symbolism in Japanese Language and Culture: Activities for the Elementary Classroom. Grades--Upper Elementary.
PUB DATE- 91
NOTE- 132p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Asian Studies; Cross Cultural Studies; Cultural Context; Ethnic Groups; Foreign Countries; Global Education; Instructional Materials; Intermediate Grades; *Japanese; *Japanese Culture; Multicultural Education; Social Studies; *Symbolism
IDENTIFIERS- *Japan

This book aims to expose students of grades 4-6 to the language and culture of Japan. The unifying theme of all of the lessons is symbolism in Japanese language and culture. Lessons can be used as a unit or in sections and specific lessons can be presented in isolation. Each day's materials and format are described in detail with specific objectives noted with the procedure for conducting the lessons. No prior knowledge of Japanese language or culture is required of either the teacher or students to use these materials. A pronunciation guide is part of the introduction to the unit. The 13 lessons include: (1) "Japan Bingo"; (2) "Japanese Names"; (3) "Greetings"; (4) "Artifacts"; (5) "Fukuwarai - The Smiling Goddess Game"; (6) "Kanji: Origins of Communication"; (7) "Discovering Authentic Characters"; (8) "Getting Around Tokyo"; (9) "Japanese Geography and Global Perspective"; (10) "Demystifying 'Sumo'"; (11) "Rice in Japanese Culture"; (12) "Folktales--'The Monkey and the Pheasant'"; and (13) "Japanese Radio Exercises." (Contains 35 references.) (EH)

ED 418 029 SO 028 697

Religion in Japan and a Look at Cultural Transmission, Grades 7-12.
PUB DATE- 90
NOTE- 66p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Asian Studies; *Buddhism; Cross Cultural Studies; Cultural Context; Ethnic Groups; Foreign Countries; Global Education; Instructional Materials; *Japanese; *Japanese Culture; Multicultural Education; Religion; *Religion Studies; Secondary Education; Social Studies
IDENTIFIERS- *Japan

This unit focuses on the periods in Japanese history up to the

Traits; *Reflective Teaching; Teacher Attitudes; *Teacher Characteristics; *Teacher Effectiveness
IDENTIFIERS- *Reflective Thinking

This study examined reflective thinking as it is related to instructional and personality characteristics of effective teachers. During semistructured interviews, 42 first-year elementary school teachers identified characteristics of effective teachers and preservice activities that, for them, were significantly related to professional development. The predominantly white, female participants represented three very different undergraduate academic institutions and a variety of public school teaching assignments. The study involved participant interviews during the final month of the first year of teaching. Interviews focused on issues of effective teaching, personal efficacy, and professional development. Followup questionnaires clarified the issues. Results from one-way classification Chi-square tests indicated that there were several personality characteristics significantly related to effective teaching. Specifically, for these novice teachers, the effective practitioner was a caring, committed, highly creative, proficient reflective thinker with a strong internal locus of control. These characteristics were not isolated traits but instead were related. Participants identified six preservice activities that may maximize growth in technical expertise, teaching artistry, and reflective thinking: clinical field experiences during methods and foundations courses, microteaching lessons, video analyses of student teaching performances, weekly seminars for preservice teachers during full-time student teaching, reflective journals, and professor-modeled reflective thinking. (Contains 28 references.) (Author/SM)

ED 418 051 SP 037 805

Portraits of Twelve High School Partner Schools in the National Network for Educational Renewal. National Network for Educational Renewal Reflections on Practice Series: No. 3.
PUB DATE- 97
NOTE- 127p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College School Cooperation; Educational Improvement; Faculty Development; *High Schools; Higher Education; *Partnerships in Education; Preservice Teacher Education; *Professional Development Schools; Public Schools; Teacher Collaboration; Teacher Improvement; Teachers

In the portraits of this collection, school- and university-based educators document their efforts to establish and sustain secondary partner schools that accomplish four purposes: educating children and youth; preparing new educators; providing professional development to current educators; and conducting inquiry. The 12 papers are as follows: "A Partnership of Possibilities: Aiken High School and Miami University" (William Kreuzmann); "The Dreher Story: An Evolving Partnership" (Laurie Brinker, Larry Winecoff, and Francie Markham); "Portrait of a Partnership: Dumont High School and Montclair State University" (Jeffrey Sheetz); "Experiencing the Promise of Simultaneous Renewal: A Portrait of Madeira Junior/Senior High School" (D.J. Hammond, Robert Larbes, and Bernard J. Badiali); "Portrait of the Northglenn High School/University of Colorado at Denver Partnership" (Deborah Arrowsmith and Rich Schweissing); "Secondary Partner School the Mathematical World Views of Teachers during Pre-Service Education ("Referendariat")" (Christiane Romer); and "Mathematical Beliefs and Their Impact on the Students' Mathematical Performance: Questions Raised by the TIMSS Results" (Gunter Torner). (All papers contain references.) (SM)

ED 418 068 SP 037 858

McCammon, Laura A.; Miller, Carole; Norris, Joe
Using Personal Narrative and Storytelling To Promote Reflection and the Development of Teacher Voice in Drama Teacher Education.
PUB DATE- 98
NOTE- 21p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (50th, New Orleans, LA, February 25-28, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Method (Teaching Technique); *Dramatics; Higher Education; *Personal Narratives; Preservice Teacher Education; Secondary Education; *Story Telling; Student Teachers; Student Teaching; Teacher Collaboration; Teaching Methods; Writing Instruction
IDENTIFIERS- Voice (Rhetoric)

A collaboration by three drama methods professors (two in Canada and one in the United States) provides opportunities for preservice drama education students to: explore the complex issues found in classrooms; examine their own learning about how to teach drama; and discover their own powerful teaching voices and a sense of community. The faculty members achieve this by encouraging personal storytelling in methods classes and student teacher seminars and through the use and development of student written case narratives. The methods class uses cases written by drama student teachers. Students also write commentaries or critiques of some of the cases they have read. Later, as part of the student teaching practicum, the students develop their own case, which is a narrative description of and reflection on their experiences. This paper includes a sample of one of the cases. The professors involved in the collaboration note three advantages to the case study method. First, the case examples are relevant because they are real. Second, the cases provide examples of reflective practice which the students can emulate as they write their cases. Third, the professors benefit as they discuss the project and collaborate. The major problem that students have with the case writing project is time constraints. Despite any limitations, the professors consider case study and case writing processes valuable components of drama teacher preparation. (Contains 18 references.) (SM)

ED 418 069 SP 037 859

McMullen, David W.; Goldbaum, Howard; Wolffe, Robert J.; Sattler, Joan L.
Using Asynchronous Learning Technology To Make the Connections among Faculty, Students, and Teachers.
PUB DATE- 98
NOTE- 10p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (50th, New Orleans, LA, February 25-28, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

L. Linn); "Inside the Classroom: Social Vision and Critical Pedagogy" (William Bigelow); and "Case Studies--Why and How" (Harry S. Broudy). (SM)

ED 418 085 SP 037 877

Tsui, Kwok Tung; Cheng, Yin Cheong
Total Teacher Effectiveness: Implication for Curriculum Change (TOC) in Hong Kong.
PUB DATE- 97
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Change Strategies; *Curriculum Development; *Educational Change; *Educational Improvement; Elementary Secondary Education; Foreign Countries; *Teacher Effectiveness; Teacher Improvement; Teachers
IDENTIFIERS- Hong Kong

This paper introduces the concept of total teacher effectiveness for facilitating educational reform and improvement, using target oriented curriculum (TOC) change in Hong Kong as an example. TOC change is a complex process that involves preparing, changing, and reinforcing teachers in multiple domains at multiple levels. Teacher effectiveness includes three domains of teacher competence: cognitive, affective, and behavioral. In order to achieve successful curriculum change, it is necessary to develop teachers' cognitive, affective, and behavioral domains at individual, group, and school levels. Research suggests that the process of curriculum change (from traditional to TOC) can be divided into three stages: the unfreezing stage, the changing stage, and the refreezing stage. The unfreezing stage prepares teachers at all levels to be able to implement TOC, developing their readiness in the three domains. The changing stage involves teachers in actually implementing TOC. The refreezing stage is designed to maximize all the advantages gained from the TOC change, reinforce the positive effects, and eliminate potential negative effects. The TOC change process may be top-down, bottom-up, or a combination of the two, depending on the characteristics of the teachers and other school factors such as the authority hierarchy. (Contains 15 references.) (SM)

ED 418 086 SP 037 878

Gill, Vickie
The Ten Commandments of Good Teaching.
PUB DATE- 98
NOTE- 93p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Beginning Teachers; Classroom Environment; Elementary Secondary Education; *Teacher Attitudes; *Teacher Motivation; Teacher Student Relationship; Teaching (Occupation); *Teaching Skills

This book is designed to give new teachers the tools they need to

Khoo, Siek-Toon; Muthen, Bengt
Assessing Program Effects in the Presence of Treatment-Baseline Interactions: A Latent Curve Approach.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Error of Measurement; *Evaluation Methods; *Interaction; Longitudinal Studies; *Program Effectiveness; Program Evaluation
IDENTIFIERS- Bootstrap Methods; Latent Variables; Randomized Experiments; *Treatment Interaction Analysis

The aim of this paper is to explore methods for evaluating the effects of randomized interventions in a longitudinal design. The focus is on methods for modeling the possibly nonlinear relationship between treatment effect and baseline and evaluating the treatment effect taking this nonlinear relationship into account. A control/treatment growth model formulation based on B. Muthen and P. Curran (in press) was used as the framework to assess treatment effects during the different periods of development. A multistage analysis procedure was proposed for assessing treatment effects in the presence of nonlinear treatment-baseline interactions. To avoid biasing effects of measurement errors in observed baseline scores, initial status factor score estimates from a latent growth model were used in this analysis. Subsets of subjects, based on the form of the nonlinear treatment-initial status interaction, were then used for treatment-control, multiple-group latent growth modeling to assess treatment effects. Standard errors of the estimates from this multistage procedure were obtained by a bootstrap approach. The methods are illustrated using data from the Prevention Research Center at the Johns Hopkins University involving an intervention aimed at improving classroom behavior, the Good Behavior Game. (Contains 7 figures, 5 tables, and 34 references.) (Author)

ED 418 105 TM 028 199

Schools and Staffing Survey: 1994. Papers Presented at the 1994 Meeting of the American Statistical Association. Working Paper Series.
PUB DATE- 95
NOTE- 95p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Research; Elementary Secondary Education; *Estimation (Mathematics); Longitudinal Studies; *National Surveys; Private Schools; Public Schools; *School Statistics; *Statistical Analysis; Tables (Data)
IDENTIFIERS- Bootstrap Methods; *Schools and Staffing Survey (NCES)

The 14 papers presented in this proceedings include: (1) "Intersurvey Consistency in School Surveys" (Wray Smith, Al Holt, Steven Kaufman, and Fritz Scheuren); (2) "Estimation Issues Related to the Student Component of the SASS" (Karen Ellen King and Steven Kaufman); (3) "Properties of the Schools and Staffing Survey's Bootstrap Variance Estimator" (Steven

Southwest Educational Research Association (Houston, TX, January 22, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Aptitude Tests; Career Awareness; Career Choice; *Career Guidance; *Computer Software; Computer Uses in Education; *Interest Inventories; Norms; Scoring; Secondary Education; Student Evaluation; Test Format; Test Reliability; *Test Use; Test Validity; *Vocational Interests
IDENTIFIERS- *CareerScope Assessment

CareerScope is a career assessment and reporting package in a Windows or Macintosh format. It combines an aptitude battery (APTICOM) with an occupational interest inventory, both developed by the publisher, Vocational Research Institute. CareerScope is self-administered and can be used to accommodate one individual or a group depending on the number of computers available. Results include a Counselor's Report, which shows raw data from the interest inventory and results from the aptitude battery, and the Assessment Profile, designed to be presented to the test taker at a counseling session. The ease of administration, scoring, and interpretation make CareerScope conducive to many practical uses. Since scoring by the computer is automatic, results are available as soon as the test is completed. The publisher does not provide any information suggesting that new norms were developed or reliability and validity studies conducted for the computer version of APTICOM. New studies should be conducted to replace the information developed from the original (1982) paper-and-pencil version or its 1985 norms. A weakness of the CareerScope approach may be in the need for interpretation by a qualified counselor. The publisher has indicated that new norming, reliability, and validity studies are planned. Information is given about CareerScope cost and administration. (Contains two references.) (SLD)

ED 418 123 TM 028 217

Amado, Alfred J.
A Review and Critique of the Preschool IDEA Oral Language Test (Pre-IPT): Spanish.
PUB DATE- 98
NOTE- 10p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Houston, TX, January 22, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Bilingual Education; Bilingual Students; Diagnostic Tests; *Hispanic Americans; *Language Proficiency; *Language Tests; Norms; *Oral Language; *Preschool Children; Preschool Education; Spanish; *Spanish Speaking; Student Evaluation; Test Reliability; Test Use; Test Validity

The Preschool IDEA Oral Language Proficiency Test: Spanish (Pre-IPT:Spanish) developed by W. Williams and E. Dalton (1989) purports to determine the level of oral language proficiency for preschool children, aged 3 to 5 years. The instrument is designed to identify the dominant language of bilingual or primarily Spanish-speaking children, and the developers indicate that it can be used as a diagnostic tool to help educators determine the appropriate language of instruction for the child. Information is given about the costs of various test

District, 83% of enrolled students showed improvement in test scores, and the average improvement was an impressive 22 points for third and fourth graders. In the Natomas District, 56% of students improved their standardized test scores. Overall, 62% of teachers thought that START had helped their students academically, with improvements most noted for younger students. Principals indicated a strong level of support for the program. Recommendations from teachers and principals centered on strengthening the relationship between school and START staff members, increasing staff training, and focusing more on homework and literacy needs of students. An appendix contains nine tables of supplemental school information and a list of programs by site. (Contains 23 tables.) (SLD)

ED 418 143 TM 028 239

Cullen, Janice A.; Johnston, Linda W.
Quality Circles: A Classroom Assessment Tool for Improving Teaching and Learning.
PUB DATE- 97
NOTE- 15p.; Paper presented at the Annual South Carolina Higher Education Conference (10th, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- College Students; *Educational Assessment; Educational Improvement; Evaluation Methods; Higher Education; *Learning; Nursing Education; *Quality Circles; *Student Attitudes

Concern for the quality of undergraduate education and its graduates has been a recurring topic of conversation in the literature and the workplace. Student involvement has been identified as a major factor that contributes to improvement in student learning. Recent emphasis on the need for excellence in higher education has increased the use of assessment as a tool for achieving and measuring the quality of student learning. Quality circles have been used in the workplace as a means of increasing quality and productivity; however, their use in undergraduate classroom has been limited. The purpose of this paper is to report the use of the quality circle technique (student management team) in an undergraduate course. This exploratory pilot study describes the effects of a student management team (four volunteers) on student learning and student satisfaction in a Medical/Surgical nursing course for approximately 40 students. End of semester student evaluations indicated increased student ownership of the course, student satisfaction with both the course and their mastery of course content, and a positive perception of faculty concern with their learning. (Contains 13 references.) (Author/SLD)

ED 418 144 TM 028 240

Chall, Jeanne S.; Bissex, Glenda L.; Conard, Sue S.; Harris-Sharples, Susan
Qualitative Assessment of Text Difficulty. A Practical Guide for Teachers and Writers. Working Paper Series.
PUB DATE- 96
NOTE- 112p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

contemporary women's history themes that correlate with themes previously highlighted in "In Search of Our Past," also from the Women's Educational Equity Act Resource Center. Three main units on contemporary topics are presented in both this "Teacher's Guide" and the "Student Manual." Each unit of the teacher's guide contains an overview of the unit, an introduction to the topic and background on the topic, ideas for additional student activities, and selected annotated resources. Units are presented on native women, women of the South (southern United States), and immigrant women, and these units encompass sections on the following cultural or historical groups: (1) American Indian women; (2) native Hawaiian women; (3) women of the South (from Civil War to civil rights); (4) Gullah women; (5) immigrant women; (6) Latinas; (7) Soviet Jewish women; and (8) contemporary women from Southeast Asia. (SLD)

ED 418 162 UD 032 221

Shevitz, Linda Pollack; Shaffer, Susan Morris
Women's Journeys, Women's Stories: In Search of Our Multicultural Future. Units in U.S. Women's History. Student Manual.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 97
NOTE- 279p.; For the accompanying "Teacher Guide," see UD 032 220.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- American Indians; Asian Americans; *Curriculum; *Females; *Futures (of Society); Guides; Hispanic Americans; Immigrants; Intermediate Grades; Jews; Junior High School Students; Junior High Schools; Middle Schools; Multicultural Education; *United States History; *Womens Studies
IDENTIFIERS- Middle School Students; United States (South)

This collection of curriculum units in U.S. history tells some of the untold women's stories that describe some of the historical events and social settings of the past and illustrate some trends for the future. These stories are intended to encourage middle school and junior high school students to explore contemporary women's history themes that correlate with themes previously highlighted in "In Search of Our Past," also from the Women's Educational Equity Act Resource Center. Three main units on contemporary topics are presented in both the "Teacher's Guide" and this "Student Manual." Each unit contains an introduction to the topic and background on the topic, profiles of individual women, interviews with individual women, readings about the unit topic, student activities, selected resources, and a vocabulary (some units). Units are presented on native women, women of the South (southern United States), and immigrant women, and these units encompass sections on the following cultural or historical groups: (1) American Indian women; (2) native Hawaiian women; (3) women of the South (from Civil War to civil rights); (4) Gullah women; (5) immigrant women; (6) Latinas; (7) Soviet Jewish women; and (8) contemporary women from Southeast Asia (Vietnamese). (SLD)

ED 418 163 UD 032 222

La Igualdad de Genero para Educadores, Padres, y la Comunidad (Gender Equity for Educators, Parents, and the Community). Equity in Education Series.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

direct result of programmatic and geographic tracking that condemns students to failing, zoned high schools. It is shown that only a fraction of middle school students have the opportunity to learn the material needed to do well on the entrance examination, and that race is a major factor. Evidence is drawn primarily from 86 middle schools in 14 community school districts. Eighteen of the schools had no students in a mathematics course that is a key to scoring well on the entrance examination for Stuyvesant and Bronx Science. Private and parochial schools and just three community districts provide over half of the students to the two "science" schools. School personnel continue to deny parents information about academic programs at all grade levels. Recommendations are made for greater equity in selection for academic programs. An appendix contains supplemental material, including three summary tables of information from the middle schools and some summary information for the specialized high school entrance examination. (SLD)

ED 418 180   UD 032 240

Chaiken, Marcia
Youth Afterschool Programs and the Role of Law Enforcement. NIJ Research in Progress videotape .
PUB DATE- 96
NOTE- 0p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Non-print Media (100)
DESCRIPTORS- *After School Programs; Community Programs; Crime Prevention; *Delinquency Prevention; Elementary Secondary Education; Extracurricular Activities; *Law Enforcement; *Police; *Urban Youth; Videotape Recordings; *Youth Programs

Recent findings show that children and teens are most vulnerable either to committing or being a victim of crime between 2:30 p.m. and 8:30 p.m. Community organizations with afterschool programs are particularly well positioned to counter some of the hazards that threaten children, especially urban adolescents: drug abuse, gang activity, and criminal involvement or victimization. The National Institute of Justice and the Carnegie Corporation of New York jointly sponsored a national survey of youth-serving organizations to discover the dimensions of crime affecting these organizations during nonschool hours and the approaches they are using to prevent such crime. The survey found that local affiliates of many national organizations are serving many children and adolescents, and that they are likely to enlist police assistance in implementing prevention programs. Questionnaires were sent to a random sample of more than 1,000 program directors and volunteers, and there was a 47% response rate. About half the responding organizations were in big cities with high crime rates, and about one-quarter were in big cities with relatively low crime rates. Children told program staff that they wanted programs that were challenging, with a range of choices and activities that bolster social and educational skills. The children served by these programs want leaders who understand what it is like to live in neighborhoods where there is violence. The organizations most affected by crime, and many are, are reaching out to the police to help them with prevention. Three case studies provide examples of effective partnerships between youth-serving organizations and police departments. These three cities experienced lower rates of crime after actively involving adolescents in these programs, and the children and teens being served felt that they were inclusion of specific groups. Chapter 4 focuses on Asian Americans as a racial category and minority group. Chapter 5 addresses the multiplicity of identities of Asian Americans, and comes to the conclusion that Asian Americans may no longer be viewed solely as a racial category but as a pan-ethnic group that is defined beyond a majority/minority paradigm. The question of minority status of Asian Americans is of particular interest with regard to higher education and admissions policies that may favor one or another group. (Contains 1 table and 67 references.) (SLD)

ED 418 197 UD 032 257

Kohn, Laura
Priority Shift: The Fate of Mandatory Busing for School Desegregation in Seattle and the Nation.
PUB DATE- 96
NOTE- 59p.; Produced by the University of Washington, RAND Corporation Program on Reinventing Public Education.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Blacks; *Busing; Court Litigation; Desegregation Plans; Educational History; *Educational Policy; Elementary Secondary Education; *Equal Education; Policy Formation; Political Influences; Public Opinion; Racial Composition; *Racially Balanced Schools; *School Desegregation; School Districts; Tables (Data); *Urban Schools
IDENTIFIERS- *Seattle Public Schools WA

Focusing on the experience of Seattle (Washington), this paper attempts to determine why school districts across the country have recently sought to de-emphasize segregation. Concerns about the validity of pursuing integration, particularly through busing, have been present throughout the history of school desegregation, but only recently is there a substantial withdrawal from mandatory integration policies. Following an introduction, Section II provides the contextual features of the study, and Section III discusses overarching issues of policy. Even though the federal courts and federal agencies played a large role in fashioning and enforcing this policy until the 1980s, there are wide variations in the implementation of the principles of Brown v. Board of Education, depending on local conditions and the local federal judge. Therefore, the Seattle case, considered in Section IV, illuminates the role that local dynamics play in desegregation policy. The most important factors in the recent retreat from integration are discussed in Section V, and the paper concludes in Section VI with speculations about the future of school equity policies and a consideration of the degree to which the country is returning to the era of separate but equal facilities. Recent court decisions, especially the conservative bent of the present Supreme Court, political mood, differing opinions among African Americans, and possible a general impatience with the time and money integration has cost, are all considered as possible factors in the trend away from busing. (Contains 4 figures, 5 tables, and 51 references.) (SLD)

ED 418 198 UD 032 258

Celio, Mary Beth
Random Acts of Kindness? External Resources Available to Seattle Public Schools.
SPONS. AGENCY- Boeing Co., Seattle, WA.

ED 417 753 IR 056 989

Hay, Lyn, Ed.; Henri, James, Ed.
A Meeting of the Minds: ITEC Virtual Conference '96 (ITEC VC '96) Proceedings (Australia, 1996).
PUB DATE- 96
NOTE- 213p.; For individual papers grouped by session topic, see IR 056 990 - IR 057 001.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Access to Information; Censorship; Childrens Literature; Cooperative Planning; *Elementary Secondary Education; Foreign Countries; Information Networks; Information Services; Internet; Librarian Teacher Cooperation; Library Role; Professional Personnel; *School Libraries; Student Developed Materials; Teaching Methods; User Needs (Information); World Wide Web
IDENTIFIERS- MOOs; *Teacher Librarians; Web Pages

In these proceedings of the Teacher Librarian Strand of the ITEC Virtual Conference (1996), international contributors present papers on 12 key topics of interest to teacher librarians. The following papers topics are addressed: (A) Censorship and the Internet in Schools: Problems and Solutions; (B) Hot Spots on the Web for TLs; (C) Children's Literature and the Internet; (D) The Internet and the TL's Role in the School: Possible, Probable and Preferred Futures; (E) Creating and Managing a Library Web Page: The Practicalities; (F) What Students Produce from the Net: Assessing their Work; (G) Meeting the Professional Information Needs of Teacher Librarians; (H) Home-School Links: Networking the Learning Community; (I) Evaluating Internet Information Services; (J) Access-Forget about Ownership; (K) Cooperative Planning and Teaching: A Collaborative Teaching Model for the 21st Century?; and (L) MOOving Around the Net: The Educational Potential of MOOs. (AEF)

ED 417 754 IR 056 990

Censorship and the Internet in Schools: Problems and Solutions.
PUB DATE- 96
NOTE- 23p.; Topic A in: Proceedings of the ITEC Virtual Conference: A Meeting of the Minds (Australia, 1996); see IR 056 989.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; *Censorship; Computer Mediated Communication; Computer Uses in Education; Educational Planning; *Educational Technology; Electronic Libraries; Elementary Secondary Education; Foreign Countries; *Information Management; *Information Policy; *Information Technology; *Internet

Five papers focusing on censorship include: "Censorship: Planning a Safe Ride on the Superhighway" (Daniel Ingvarson); "Censorship and the Need to Develop Policy" (Phil Davidson); "Are You Feeling the Internet Backlash?, or Family Friendly Digital Libraries and Banned URLs Week" (Steve Cisler); "Developing a School Internet Management Plan" (Jack Gilding); and "Management of Student Access to the Internet: Issues and Responsibilities" (Ken Dillon). (AEF)

ED 417 755 IR 056 991

Baker, George A., III
Managing Change: A Model for Community College Leaders.
PUB DATE- 98
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Change Strategies; College Outcomes Assessment; *Community Colleges; *Educational Change; Educational Objectives; Influences; *Leadership Qualities; *Leadership Responsibility; Models; Two Year Colleges
IDENTIFIERS- *Core Values Model

Focusing on the process by which community college leaders influence and manage their institutions, this monograph presents the Core Values Model, an organizational design that shows the interaction of three main elements: external forces, college systems and processes, and outcomes. A brief introduction describes the model, asserting that external forces drive leaders, leaders in turn develop systems to produce individual and group responses, and these responses produce outcomes and accountability data. The three components of the model are then described, beginning with the "drivers," or the external environment and college leadership. Next, systems and processes commonly affected by leaders are discussed, including college mission and educational strategies, the college culture, and information technology systems. Two types of outcomes (i.e., responses to leaders' systems and accountability data) are described, highlighting issues and techniques for achieving adequate responses within the college community. Change strategies employed by 10 community colleges are briefly described: Alabama Southern Community College, Colorado's Community College of Denver, Hazard Community College (Kentucky), James Sprunt Community College (South Carolina), Texas' Laredo Community College, Macomb Community College (Michigan), Florida's Miami-Dade Community College, Midlands Technical College (South Carolina), Palomar College (California), and California's Santa Barbara City College. Finally, an overview of strategies used by colleges and recommendations for implementing best practices are presented. Contains 19 references. (BCY)

ED 417 776 JC 980 172

Tollefson, Terrence A.
The Evolving Community College Mission in the Context of State Governance.
PUB DATE- 98
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; *Community Colleges; Educational Finance; *Educational Trends; *Governance; Institutional Mission; Institutional Role; *Mission Statements; *Organizational Objectives; *State Aid; State School District Relationship; Statewide Planning; Two Year Colleges

State-level governance of community colleges has become increasingly common in the United States, with governance decisions affecting budget appropriations, rules on how appropriations can be spent, and the missions that colleges must strive to fulfill. The most common elements of state-level community college mission statements over the past 100 years

How the Other 2/3 Live: Institutional Initiatives for Part-Time Faculty Assimilation in America's 2-Year Colleges.
PUB DATE- 98
NOTE- 12p.; Paper presented at Forum 8 of the Annual Convention of the American Association of Community Colleges (78th, Miami, FL, April 24, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adjunct Faculty; Adjustment (To Environment); *College Faculty; College Planning; Community Colleges; Educational Practices; Employment Practices; Faculty College Relationship; *Faculty Development; *Institutional Mission; Interprofessional Relationship; *Part Time Faculty; Personnel Policy; Program Development; School Policy; Standards; Teacher Administrator Relationship; *Teacher Role; *Two Year Colleges
IDENTIFIERS- American Association of University Professors

The number of part-time faculty employed in two-year colleges has risen dramatically in recent years, with current data indicating that 64% of two-year college faculty work part time. It is critical, therefore, that colleges ensure that part-time faculty are well integrated into the organizational culture. In assessing initiatives for helping part-timers assimilate, colleges can look to standards established by their regional accrediting agency or guidelines developed by advocacy groups, such as the American Association of University Professors. In addition, a number of processes have been developed and implemented, making part-time faculty integral components of the college. These processes include such steps as providing handbooks for part-timers, conducting formal evaluations at least once a year, developing mechanisms for recognizing and publishing adjuncts' efforts, providing professional development funds, including adjuncts on college committees, and involving them in curriculum and textbook decisions. Moreover, part-time faculty should be recognized as integral to the future of two-year colleges, in that their broad-based experience adds to the colleges' comprehensiveness and flexibility. Finally, improving the quality of institutional life for part-time faculty is not a finite goal, but a part of the endless process of developing teaching excellence among both part- and full-time faculty. A paradigm for assimilating part-time faculty is appended. Contains 13 references. (BCY)

ED 417 794 JC 980 195

Glyer-Culver, Betty
Los Rios Community College District Student Profile, Spring, 1988. Based upon First Census Data.
PUB DATE- 98
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Attendance Patterns; Community Colleges; *Enrollment; *Enrollment Trends; Ethnicity; Females; Longitudinal Studies; Males; Multicampus Districts; *Student Characteristics; *Two Year College Students; Two Year Colleges
IDENTIFIERS- American River College CA; Cosumnes River College CA; *Los Rios Community College District CA; Sacramento City College CA

Based upon results from an official census undertaken during the fourth week of the spring 1998 term, this report provides data on student demographics and enrollment trends from spring 1994 meet their child care needs. At the request of the U.S. Senate subcommittee on children and families, state efforts to expand child care programs in the wake of welfare reform were examined. This resulting report details: (1) how much federal and state funds states are spending on child care subsidy programs and how they are allocating these resources among welfare families, families making the transition from welfare to work, and working poor families; (2) how states are trying to increase the supply of child care to meet the projected demand under welfare reform; and (3) the extent to which states are changing standards for child care providers in response to welfare reform. The report focuses on the efforts of seven states: California, Connecticut, Louisiana, Maryland, Oregon, Texas, and Wisconsin. These states represent a range of socioeconomic characteristics, geographic locations, and experiences with state welfare reform initiatives. In addition, the report reviews information about the child care subsidy programs of all 50 states and the District of Columbia contained in the new Child Care Development Fund (CCDF) plans they submitted to the Department of Health and Human Services. Appendices present scope and methodology, background information on the seven states, key elements of these states' child care subsidy programs affecting coverage of low-income families as of July 1, 1997, comments from the Department of Health and Human Services, and GAO contacts and staff acknowledgments. (EV)

ED 417 812 PS 026 367

le Roux, Braam
Community Owned Development amongst the Marginalised San Communities of the Kalahari, as Adopted by a San Community Development Organisation, the Kuru Development Trust. Working Papers in Early Childhood Development, No. 22.
PUB DATE- 98
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Community Action; *Community Control; *Community Development; Community Involvement; *Community Programs; Developing Nations; Foreign Countries; Preschool Education; Program Design; Technical Assistance
IDENTIFIERS- *Bushmen (Kalahari); Kalahari Desert; Strategy Choice

The Kuru Development Trust is a development support program that is owned and controlled by the communities in which the organization operates, the majority being San, or Bushmen, communities in the Kalahari region of Africa. Following a holistic approach to development, Kuru is involved in a wide range of activities, including income-generating projects, a savings and loan plan, cultural activities, a training program, and a preschool program. After almost a decade of experience in community development work, the Board members of the Kuru Development Trust wanted to enable their organization to serve a larger geographic area. Recognizing the tremendous problems that are encountered in grassroots community development programs in general, a clear and simple strategy was needed, one that would specifically make space for the cultural aspects of the San people. This working paper describes the efforts that were undertaken to define this strategy. The paper reviews lessons learned by Kuru over the years about community development, and describes the organization's study of different community development programs, particularly the Aga Khan Rural Support Programme in Gilgit, Pakistan. The paper

PUB DATE- 98
NOTE- 23p.; Paper presented at the Annual Conference of the Southern Early Childhood Association (49th, Louisville, KY, March 23-28, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Early Childhood Education; *Educational Innovation; Educational Philosophy; Higher Education; *Inclusive Schools; *Preservice Teacher Education; Student Attitudes; Teacher Attitudes; *Teacher Education Programs; Theory Practice Relationship
IDENTIFIERS- University of Tennessee

This paper describes an innovative teacher education program designed to prepare early childhood teachers to work in inclusive classroom settings. The program was begun 5 years ago as part of a dramatic reform effort in the College of Education at the University of Tennessee. Designers of the Inclusive Early Childhood Education (IECE) program challenged the assumptions of traditional teacher preparation models and developed an alternative based on the premise that students should be prepared to teach using the same instructional approaches that are being advocated in the program itself. This paper is divided into five sections, each authored by an individual with a different perspective on the IECE program. The section by Marian Phillips takes the perspective of a graduate assistant who has worked as part of the IECE instructional team and supervised interns during their year-long internship. Julie Keyl's section focuses on her experiences as a pre-intern getting ready for the internship year. The section by Sondra LoRe, who is a first-year teacher, reflects on her internship experiences and how they prepared her for her first year as an educator. The section by Lana Collier connects her experiences with the program to her first 2 years of teaching. The final section, by Amos Hatch (a professor in the IECE unit), summarizes the other authors' comments, pointing out elements of the program that make it unique and effective. (Author/EV)

ED 417 831 PS 026 395

Sellar, Narelle
Organising Resources in Early Childhood Services.
PUB DATE- 97
NOTE- 20p.; Photographs may not reproduce well.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Childrens Literature; *Day Care Centers; *Early Childhood Education; *Educational Resources; Instructional Materials; *Organization; Puzzles; Staff Development
IDENTIFIERS- *Organizational Skills; *Organizing Strategies

The importance of the availability of material resources in early childhood services, including children's and staff materials such as games and art supplies, books, blocks, toys, and other materials, should not be underestimated. When resources are stored in an attractive and easily accessible manner they are more likely to be used effectively. This booklet is designed to

Legislation; Government Role; Parent Education; Preschool Education; *School Age Day Care; State Legislation
IDENTIFIERS- Affordability; Child Care Costs; *Child Care Needs; Day Care Quality

This report examines the crime prevention potential of child care and after-school programs for at-risk children and youth. Part 1 of the report, "Assessing the Crime Prevention Impact of Child Care and After-School Programs," presents research information on the effectiveness of early childhood/parenting skills training and after-school programs for crime prevention. This section discusses the results of the Perry Preschool and Syracuse studies, which found that early childhood services cut chronic offenders by 80% and delinquency by 90 percent. Research assessing the impact of parenting education and family support programs on the incidence of child abuse and neglect suggests that these strategies would be effective in reducing delinquency and crime. Data suggest that peak hours for violent crime are between 3 and 8 pm, thus after-school programs have the potential to reduce crime rates in two ways: (1) immediate safe haven and control effects; and (2) values and skills effects. Part 2, "America's Child Care Crisis: A Crime Prevention Tragedy," addresses difficulties in obtaining quality child care and the lack of investment in child care. This section notes research documenting the lack of affordable early childhood care, especially for low-income families; and the need for affordable after-school care. The report maintains that federal and state governments fall short of the investments needed to protect public safety, and that investing in quality child development and after-school programs would save money in the long run. There is emerging unanimity among anti-crime leaders that investments in early childhood and after-school programs would reduce crime. (Contains approximately 100 references.) (KB)

ED 417 850   PS 026 424

Fielden, Frank, Ed.
Of Primary Interest, 1994-1995.
PUB DATE- 95
NOTE- 20p.; For 1993-1994 issues, see ED 256 513.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Educational Environment; Primary Education; *School Readiness; *State Standards
IDENTIFIERS- *Developmentally Appropriate Programs; Zone of Proximal Development

These four newsletter issues provide information on current research and practice to early childhood professionals teaching in the primary grades in Colorado, focusing on readiness of schools for children entering the public school system. The Winter issue focuses on standards of quality for primary programs, and includes discussion of developmentally appropriate art instruction, readying schools for students, constructing curriculum, and a child's readiness for school. The Spring issue focuses on the Texas Education Agency's report "First Impressions," ("Primeras Impresiones") a vision of Texas education in response to issues of diversity, retention, inappropriate curriculum and assessment, and the changing nature of education. This issue also discusses Colorado quality standards, and transition-to-school activities planning in Oregon. The Summer issue focuses on "transitions," providing a historical perspective on what were formerly called "articulation" and "continuity." Also discussed is responding

(Lincoln Memorial, Washington, DC, June 1, 1996).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Advocacy; Child Welfare; *Childhood Needs; Children; Community Role; Family Role; Government Role; *Well Being
IDENTIFIERS- Edelman (Marian Wright); *Stand for Children

This booklet contains the text of a speech given by the founder of the Children's Defense Fund during Stand for Children Day at the Lincoln Memorial on June 1, 1996. The speech asserts that Stand for Children Day is about unity and community rather than controversy, and is about rekindling children's hope and renewing citizens' faith in each other and in the nation's future. It states that children require a seamless web of family, community, employer, and government support; strong family and social values; private charity and public justice; good home training, good school training, good job training, and good moral training; and parents and leaders who struggle to practice what they preach. The speech encourages listeners to return home and do at least one thing for one child, and concludes that a nation that does not stand up for its children does not stand for anything and will not stand strong in the twenty-first century. (EV)

ED 417 869 PS 026 468

Stelzer, Leann, Ed.
Children, Youth and Family Issues, 1997. State Legislative Summary.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.; Carnegie Corp. of New York, NY.; Edna McConnell Clark Foundation, New York, NY.; Mott (C.S.) Foundation, Flint, MI.; Office of Juvenile Justice and Delinquent Prevention (Dept. of Justice), Washington, DC.; Pew Charitable Trusts, Philadelphia, PA.
PUB DATE- 98
NOTE- 170p.; A publication of the Children, Youth, and Families Program. For 1992 edition, see ED 358 916.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reference Materials - General (130)
DESCRIPTORS- At Risk Persons; Child Abuse; Child Health; Child Neglect; Child Support; Child Welfare; *Children; Day Care; Early Childhood Education; *Family Programs; Juvenile Justice; *Laws; Mental Health; Public Policy; *State Legislation; Substance Abuse; Welfare Services; *Youth
IDENTIFIERS- Family Law

This document is a compilation of legislation on issues critical to children and families enacted during 1997 by the 50 states and the District of Columbia. The laws pertaining to various issues are listed by state and briefly described. Issues are: (1) abuse and neglect (including background checks and screening, court procedures, financing, legal representation, prevention, treatment, training, reporting, sexual abuse and exploitation, and sexual offenders' registries); (2) child care and early childhood education (including administration, financing, regulation, and licensing); (3) child welfare (including administration, adoption, family preservation, out-of-home placement, and termination of parental rights); (4) family law (including custody, visitation, and divorce); (5)

Secondary Education; Higher Education; Improvement Programs; *Institutes (Training Programs); Leadership Training; *Professional Development; *Special Education; *Statewide Planning; Technical Assistance
IDENTIFIERS- Individuals with Disabilities Education Act; *National Assn of State Dir of Special Educ; *Systemic Change

The 1997 reauthorization of the Individuals with Disabilities Education Act (IDEA) requires states to develop state improvement plans (SIPs) that include provisions supporting the professional development of all persons who work with disabled children. The National Association of State Directors of Special Education is establishing a professional development academy to offer a training curriculum and technical assistance that helps states meet the challenges of implementing SIP requirements. The academy will assist states to form partnerships across all agencies concerned with education, foster state infrastructures that support systems thinking, provide new knowledge and skills to state leaders, create networks and learning communities within state systems that promote high expectations for all learners, and provide technical assistance to participating state teams for sustained multiyear educational reform. The academy implementation plan consists of two training sessions per year for up to 10 state teams, with technical assistance provided during the second year. Through academy training sessions and sustained technical assistance, state teams will develop a written plan for immediate use, and the skills and knowledge needed for ongoing implementation of the systems change activities in their SIP. The academy curriculum has five content areas that reflect IDEA requirements. Purpose and themes are outlined for these areas: strategic thinking, leadership, organizational change, collaborative partnerships for professional development, and systems of accountability. (SV)

ED 417 887   RC 021 441

Rude, Harvey; Dickinson, Barbara; Weiser, Jerry
Teacher Education Partnerships at Valley High School.
PUB DATE- 98
NOTE- 9p.; In: Coming Together: Preparing for Rural Special Education in the 21st Century. Conference Proceedings of the American Council on Rural Special Education (18th, Charleston, SC, March 25-28, 1998); see RC 021 434.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College School Cooperation; High Schools; Higher Education; Incentives; *Professional Development Schools; *Program Design; *Program Development; Rural Schools; Special Education; *Teacher Education Programs
IDENTIFIERS- University of Northern Colorado

This paper examines the efforts of a university teacher preparation program working in collaboration with the faculty of a rural high school to provide a professional development model of preparing future teachers. The key elements of the partnership model are based on Goodlad's four functions of partner schools: preparing educators, providing professional development, conducting inquiry, and providing an exemplary education to all students. Valley High School (Colorado) is one of five partner high schools that have affiliated with the University of Northern Colorado's Secondary Teacher Education Program (STEP). This paper describes the following aspects of needs, development of constructions (schema) in CML, authentic learning, scaffolding in the zone of proximal development, and teaching methods. Collaboration is defined, along with aspects of collaborative learning: communities of practice, functional skills, peer exchanges, and reciprocal teaching. Strategies to develop interaction include coaching (a subset of scaffolding), collaboration under teacher control, and consideration of alternative CML materials. Learner motivation in CML is addressed. Interactive teaching strategies are discussed, including use of artifacts, complex material, and scaffolding; peer teaching strategies; cognitive apprenticeships; and intergenerational communities of learners (links between earlier and later groups of learners). (SV)

ED 417 903   RC 021 457

Aakhus, Belle P.; Hoover, John H.
Rural Ojibwe Mothers' Experiences with Early Childhood Special Education Services.
PUB DATE- 98
NOTE- 10p.; In: Coming Together: Preparing for Rural Special Education in the 21st Century. Conference Proceedings of the American Council on Rural Special Education (18th, Charleston, SC, March 25-28, 1998); see RC 021 434.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Advocacy; *Chippewa (Tribe); Disabilities; Early Childhood Education; *Early Intervention; *Mother Attitudes; Mothers; Parent Teacher Cooperation; Program Effectiveness; *Rural American Indians; Rural Areas; *Special Education
IDENTIFIERS- *Parent Experience; Service Delivery Assessment

Two rural Ojibwe mothers whose young children received early childhood at-risk services were interviewed about their life circumstances and experiences with service delivery. Major interview themes that emerged included positive experiences and successes with early childhood special education services, and rural and cultural obstacles to the effectiveness of services. The non-Native early childhood professional who served the children of both women was viewed as genuine, knowledgeable, and capable of sharing her knowledge without pretense or criticism of the families. The mothers' high level of comfort with this professional, who frequently visited them in their homes and who advocated for them in interactions with bureaucrats and medical personnel, underscores the importance of a service provider's personal style to program success. Both children's conditions improved as a result of timely and consistent early intervention services. The mothers also experienced various obstacles to the effectiveness of services: distance to appropriate medical care; pessimistic attitudes and lack of active listening on the part of doctors and other medical personnel; and lack of trust by Native American families toward non-Native professionals due to disabled Native children being removed from their families in the past. Other interview themes included the positive contribution of Native traditional values to the children's outcomes, spiritual feelings, the difficult choice between the tribal school's cultural strengths and the local public school's extra services, and support received from the family's medicine man. (SV)

ED 417 904   RC 021 458

English-Proficient (LEP), and female students. "Effective Math and Science Instruction--The Project Approach for LEP Students" (Joseph Vigil) describes how hands-on science projects can increase student motivation, drive math and science content, and foster development of English-language math and science vocabulary. "Power Tools for Math and Science Education, Part I" (Laura Chris Green) describes promising technology tools for math and science education, including: software for test preparation; tutorials; games to teach skills, concepts, and problem solving; and applications and modeling. "What Is the Matter with Math Scores?" (Cathy Seeley) discusses U.S. and Texas mathematics achievement scores in terms of what is working (improved teaching methods, professional development) and what is not (teaching to the test, fragmented instructional approaches). In "A Central Role for Science Education Partnership," Eloy Rodriguez reflects on the successes of a school-university partnership to provide poor Latino children with a challenging university-based science "camp." "'Sugar and Spice and Everything Nice...': Gender Inequities in Mathematics" (Anita Tijerina Revilla) discusses sex bias in the classroom and useful strategies to involve girls in mathematics. "Texas Prefreshman Engineering Program: Filling the Pipeline for Workforce Diversity" (Manuel P. Berriozabal) describes an intense 8-week summer program that prepares high-achieving minority and female high school students to pursue college engineering and science studies. A sidebar "Make No Mistake: The Goal Is Equity" (Bradley Scott) describes equity goals of the IDRA Desegregation Assistance Center. Also included are a description of WOW (IDRA's workshop on workshops) and a list of educational Web sites for math and science education. (SV)

ED 417 921 RC 021 482

Tao, Fumiyo; Khan, Sherry; Arriola, Christine
Special Analysis of Migrant Education Even Start Projects (1995-96 Program Year). National Evaluation of the Even Start Family Literacy Program.
SPONS. AGENCY- Department of Education, Washington, DC. Planning and Evaluation Service.
PUB DATE- 98
NOTE- 46p.; For 1994-95 evaluation, see ED 411 119.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adult Basic Education; *Early Childhood Education; Family Characteristics; *Family Literacy; Family Programs; High School Equivalency Programs; Limited English Speaking; *Migrant Education; Migrant Programs; Parent Child Relationship; Parent Education; *Participant Characteristics
IDENTIFIERS- *Even Start; *Program Characteristics

This report is a descriptive analysis of the migrant education Even Start Literacy Program and of families served in 1995-96. The 9 migrant Even Start projects funded in 1995-96 are described and compared to 563 reporting projects nationwide (out of 576 total). Nine state educational agencies received grants to help parents of currently migratory children become full partners in their children's education, assist these children in reaching their potential as learners, and provide literacy training to parents. Migrant projects averaged 103 enrolled families and 63 participating families, and provided early childhood education, parenting education, adult basic education, GED preparation, and English as a second language.

Chemical Librarianship: Challenges and Opportunities.
PUB DATE- 97
NOTE- 240p.; Co-published simultaneously as both a book and as a serial issue.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - Serials (022)
DESCRIPTORS- *Chemistry; Cooperative Learning; Course Integrated Library Instruction; Databases; Electronic Publishing; Higher Education; *Information Science Education; *Information Technology; *Library Materials; Library Services; *Library Skills; Partnerships in Education

This volume is a collection of 12 papers of particular interest to librarians specializing in chemistry. The articles discuss the educational role of librarians in several types of institutions, offer new ways of providing information, and describe ways of coping with increasing prices and formats of journals. The first paper offers an overview of the role of chemistry librarians as teachers. Several papers following cover such related subjects as the pros and cons of teaching chemical information as a separate course versus integrating it into other courses; a one-credit course offered at Oberlin College; an example of integrated instruction using cooperative learning techniques; partnerships with faculty and computing staff which resulted in an experimental program for teaching information skills to a large general chemistry course; and how information instruction is integrated into an undergraduate physical chemistry laboratory. Articles about journals explore an Electronic Seminar System in which graduate students and faculty interact virtually with articles digitized from the print literature; the TOC/DOC service at California Institute of Technology which provides table-of-contents complete with document delivery follow-up; the evolving use of electronic journals and reference sources by faculty; and a survey of national trends in academic serial collections from 1992 to 1994. The final article describes the challenges and benefits of chemical information service in industry. (PVD)

ED 417 941   SE 061 213

Pachnowski, Lynne M.
Teachers' Definition of Math: Creating and Implementing an Instrument.
PUB DATE- 97
NOTE- 26p.; Paper presented at the Annual Meeting of the Midwestern Educational Researchers Association (Chicago, IL, October 15-18, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Attitude Measures; *Mathematics Education; Mathematics Teachers; *Measurement Techniques; Secondary Education; Teacher Attitudes; Teaching Methods

After having secondary math education majors write an essay entitled, "What is Mathematics?" for the past 4 years, the first attempt was made to create an instrument based on the results of these essays that would measure math beliefs. Based on previous research which suggests that a math teacher's beliefs influence the teacher's methodology, the instrument was administered to elementary education majors to determine their methodological tendencies. The results are compared to similar data obtained from secondary math education majors (n=11) and capable of addressing the future needs of standards-based professional development. The elementary, middle, and high school teams achieved this outcome through different experiences. This report focuses on the experiences of the elementary school team in mapping their curricula, developing connected classroom projects, and creating generic assessment tools and rubrics. (DDR)

ED 417 962 SE 061 272

CONNECTIONS: An Interdisciplinary Team Approach to Professional Development. Middle School Team.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 97
NOTE- 50p.; For related documents, see SE 061 271-73.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Standards; *Citizenship Education; Curriculum Development; Educational Change; Elementary Secondary Education; Hands on Science; *Interdisciplinary Approach; Learning Activities; *Middle Schools; *Partnerships in Education; *Professional Development; Student Evaluation
IDENTIFIERS- New York

This report presents the results of a three-year educational partnership that supports a unique interdisciplinary team approach to professional development. The Sage Colleges collaborated with two school districts (City School District of Albany and Niskayuna Central School District) to enable educators to align content and standards; draw upon a bank of assessment vehicles, questions, and assignments; create classrooms in which students are able to make content connections across the curriculum; and develop an interdisciplinary pool of educators capable of addressing the future needs of standards-based professional development. The elementary, middle, and high school teams achieved this outcome through different experiences. This report focuses on the experiences of the middle school team in mapping their curricula, developing connected classroom projects, and creating generic assessment tools and rubrics. Appendices contain curriculum maps, eighth and seventh grade projects, and generic assessment tools and rubrics. (DDR)

ED 417 963 SE 061 273

CONNECTIONS: An Interdisciplinary Team Approach to Professional Development. High School Team.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 97
NOTE- 45p.; For related documents, see SE 061 271-72.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Standards; *Citizenship Education; *Curriculum Development; Educational Change; Hands on Science; *High Schools; *Interdisciplinary Approach; Learning

ED 417 985 SE 061 330

Rea-Ramirez, Mary Anne; Clement, John
In Search of Dissonance: The Evolution of Dissonance in Conceptual Change Theory.
PUB DATE- 98
NOTE- 29p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (71st, San Diego, CA, April 19-22, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Dissonance; *Cognitive Processes; *Concept Formation; *Conflict; Elementary Secondary Education; Knowledge Representation; Learning Strategies; *Learning Theories

One problem in the field of conceptual change theory is that disparities occur with respect to the meanings of the terms "conflict," "disequilibrium," and "dissonance." As the strategies aimed at conceptual change have evolved, the same terms have taken on new meaning. This paper aims to present a brief review of the evolution of conceptual change concepts particularly as they relate to the terms "conflict" and "dissonance," to propose some additional distinctions and attempt to define terms for them in a consistent way, and to suggest that dissonance can play an important part in conceptual change strategies. Contains 53 references. (Author/DDR)

ED 417 986 SE 061 333

Vellom, R. Paul
Student Decisionmaking and Teacher Privileging in a Student-Centered Science Classroom.
PUB DATE- 98
NOTE- 33p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (71st, San Diego, CA, April 19-22, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Concept Formation; *Decision Making; Grade 6; Grouping (Instructional Purposes); Intermediate Grades; *Knowledge Representation; Science Curriculum; *Science Instruction; *Student Centered Curriculum; *Student Evaluation

Student-centered classrooms are characterized by shared responsibility, curriculum adjustment to reduce the number of topics or to increase emphasis on a subset of topics, a high premium placed on student-generated questions and investigations, and collective validation of students' ideas as a central feature of the teaching and learning process. This paper focuses on the processes of collective validation and proposes that engagement has everything to do with what students learn. This study examines privileging and other mechanisms at play over a period of 6 classroom days. How the claims and ideas of a number of students fare in the larger classroom community discourse is described and supported by brief case studies of student pairs and groups. Transcripts of interactions are included. Contains 11 references. (DDR)

ED 417 987 SE 061 336

Tuan, Hsiao-lin; Chang, Huey-Por; Wang, Kuo-Hua; Treagust, David booklet. (EH)

ED 418 007 SO 028 418

Watson, George C., Jr.; Domingo, Vernon; Landman, Margaret; Miller, Glenn; Watson, Carlyjane D.; Hopkins, Martha C.
Geography. Focus on Economics.
PUB DATE- 96
NOTE- 127p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Citizen Participation; Citizen Role; Citizenship; *Consumer Education; Demography; *Economics; *Economics Education; *Geography; *Geography Instruction; Global Education; Macroeconomics; Microeconomics; Secondary Education; Social Studies

This book allows students to use two specific geographic perspectives - spatial and ecological - to help them understand spatial patterns and processes and the interaction of living and nonliving elements in complex webs of relationships within nature and between nature and society. The set of 12 lessons include: (1) "Where in the World? (International Exports)"; (2) "Where Do You Shop? (A Class Survey)"; (3) "Why Nations Trade (Comparative Advantage in Action)"; (4) "International Interdependence (The United States as Global Trader)"; (5) "Money Around the World (Exchange Rates)"; (6) "Limiting Trade (Trade Restrictions and Their Effects)"; (7) "Places and Production (GDP and Choropleth Maps)"; (8) "GDP and Life Expectancy (Analyzing Choropleth Maps)"; (9) "Population Pyramids (Demographics and Economics)"; (10) "Which State is the Largest? (Using Cartograms)"; (11) "The Lancaster Landfill (Consequences of Past Decisions)"; and (12) "Geo-Poems and Eco-Poems (Adding a Creative Perspective)." Each lesson includes core concepts, objectives, materials needed, a lesson description, procedures, suggested evaluation, and extension activities. An 86-item glossary and a 14-item selected bibliography conclude the volume. (EH)

ED 418 008 SO 028 419

Caldwell, Jean; Clark, James; Herscher, Walter
World History. Focus on Economics.
PUB DATE- 96
NOTE- 90p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Citizen Participation; Citizen Role; Citizenship; *Consumer Education; *Economics; *Economics Education; Global Education; Macroeconomics; Microeconomics; Secondary Education; Social Studies; *World History

This book opens with an exploration of the first economic revolution, which set the stage for the dramatic unfolding of the role economics has played in world history. The lessons focus on two topics: (1) why some economies grew and prospered while others remained stagnant or declined; and (2) what causes people to make choices that help or hinder economic growth. The reign of Prince Shotoku (A.D. 592-622) and his role in the transmission of Chinese culture to Japan. A special focus is made on the joint practice of Buddhism and Shinto in Japan. Each lesson's materials and format are described in detail with specific objectives noted and the procedure for conducting the lessons. The five lessons include: (1) "Transmission of Culture to Japan: Setting the Historical Context for the Study of Religion in Japan"; (2) "History and Tenets of Buddhism and Shinto"; (3) "Joint Practice of Buddhism and Shinto"; (4) "Differing Perspectives on the Sacred"; and (5) "Three Personal Profiles." A pronunciation guide is part of the six appendices to the unit, along with background essays on Buddhism, Christianity in Japan, guidelines for teaching about religion, references and a bibliography. (EH)

ED 418 030 SO 028 699

Lee, Stephen R.
The Effects of Vocalization on Achievement Levels of Selected Performance Areas Found in Elementary Instrumental Bands.
PUB DATE- 96
NOTE- 90p.; M.A. Thesis, Salem-Teikyo University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- *Achievement; Applied Music; *Bands (Music); Grade 5; *Instrumentation and Orchestration; Intermediate Grades; *Music; Music Activities; Music Education; *Music Techniques; *Vocal Music
IDENTIFIERS- West Virginia

This study is of a comparison of two instructional methods used in elementary band settings. This study examined the effect of tonal patterned instruction with vocalization techniques.The musical concepts under examination include articulation and phrasing. In addition, an effort was made to determine the extent to which vocalization practices are used in West Virginia, and the methods which may or may not be employed. The study compared the performance levels of fifth-grade students after they had engaged in vocalized tonal patterned instruction to performance levels after traditional note-to-note instruction. The musical concepts under examination include articulation and phrasing. Results from the study support the use of vocalization in an instrumental setting. Analysis of data show significant correlation of vocalization practices employed in this study to achievement levels in articulation and phrasing. Results suggest the use of vocalization with tonal patterned instruction over traditional methods. (Contains 43 references and 12 appendixes.) (EH)

ED 418 031 SO 028 709

McEwan, Barbara; Gathercoal, Paul; Nimmo, Virginia
An Examination of the Applications of Constitutional Concepts as an Approach to Classroom Management: Four Studies of Judicious Discipline in Various Classroom Settings.
PUB DATE- 97
NOTE- 56p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Citizen Role; *Citizenship; *Citizenship

Portrait: Orem High School" (John Childs, John Gardner, Bus Gillespie, Merrell Hansen, Tina Howard, and Nancy Wentworth); "Parkway South High School/Maryville University. A Year of Ripples and Waves: Expanding and Extending the Partnership" (Kathe Rasch, Ron Banfield, Nancy Williams, Mary Ellen Finch, Craig Larson, Wayne Mosher, and Linda Pitelka); "Provo High School Portrait in Partnership with Brigham Young University" (Patti Harrington); "A Portrait of the Partnership Between Richland Northeast High School and Columbia College" (Lucy Snead); "The Rocky Mountain High School/Colorado State University PDS: A Way of Being" (Cori Mantle-Bromley); "Roosevelt High School Portrait of a Partnership with Harris-Stowe State College and Maryville University" (Nancy Williams); and "Initiating a Secondary Professional Development School: The Westfield High School/Texas A&M University Partnership" (William H. Peters). (SM)

ED 418 052 SP 037 834

Nims, Donald R.; Wilson, Richard W.
Violence Prevention Preparation: A Survey of Colleges of Education and Departments of Teacher Education.
PUB DATE- 98
NOTE- 15p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (New Orleans, LA, February 25-28, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Attitudes; Curriculum; Elementary Secondary Education; Higher Education; Preservice Teacher Education; *Prevention; *School Safety; Student Behavior; Students; *Violence

Surveys of teacher education programs at U.S. colleges and universities examined what is being done to prepare teachers to respond to school violence and participate in prevention programs. Questionnaires were mailed to department heads and deans of colleges and universities belonging to the American Association of Colleges for Teacher Education. The questionnaires examined attitudes and policies with respect to including violence prevention in the teacher education curriculum. They asked whether there was a single course in the teacher education curriculum that focused exclusively on violence prevention and intervention in schools; whether the institution sponsored workshops related to violence prevention; and if faculty and staff consulted on a local or state level regarding issues related to school violence. Specific topics addressed included conflict resolution, peer mediation training, crisis response, gang awareness, classroom strategies for disruptive behaviors, violence de-escalation, and knowledge of search and seizure procedures and due process laws. A total of 350 administrators responded to the survey. Results indicated that most institutions were doing very little to prepare teachers to cope with school violence. Fewer than half believed their schools needed more preparation for teachers in violence preparation. Administrators who had heard reports about school violence from recent graduates tended to offer more workshops and seminars on violence. Contain 15 references. (Author/SM)

ED 418 053 SP 037 842

Cadray, Joseph P.; McAllister, Gretchen

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College School Cooperation; *Computer Uses in Education; *Educational Technology; *Electronic Mail; Elementary Secondary Education; Faculty Development; Higher Education; Inservice Teacher Education; Mentors; Optical Data Disks; Preservice Teacher Education; Student Teachers; Student Teaching; World Wide Web
IDENTIFIERS- Bradley University IL

This paper traces the evolution and application of asynchronous teaching and learning tools at Bradley University (Illinois), emphasizing their use in teacher education. The paper details the utilization of e-mail, the World Wide Web, and CyberProf, highlighting collaborative projects that emphasize mentoring and professional development. In the 1980's Bradley University began equipping the campus with networked computers. Faculty and students began to teach and learn asynchronously using e-mail. Project Telecommunications in Education sent student teachers into their student teaching assignments equipped with computers, modems, and e-mail access. Student teachers could communicate with university supervisors, fellow student teachers, and other e-mail users about the student teaching experience. They used listservs to communicate asynchronously with faculty. Student teachers put their journals on e-mail, which offered faculty convenient access to them. Faculty and students use the World Wide Web for source materials, publications, communication, and delivery of entire courses. A partnership between the university's Slane College of Communication and Fine Arts and the College of Education and Health Sciences has resulted in the production of interactive CD-ROM's as learning tools for medical students. The College of Education and Health Sciences is conducting a project to utilize technology to improve student learning in mathematics and science, provide relevant clinical experiences for preservice educators, encourage inservice teachers to develop online projects, and employ preservice teachers as technology mentors. Asynchronous learning tools have enhanced teacher education in many ways including creating links with the K-12 community, providing professional development opportunities, encouraging collaborative relationships, and developing new ways of mentoring. (SM)

ED 418 070 SP 037 860

Jonson, Kathleen; Hodges, Caryl
Developing Professional Portfolios in a Teacher Education Program.
PUB DATE- 98
NOTE- 16p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (50th, New Orleans, LA, February 25-28, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beginning Teachers; Elementary Secondary Education; Employment Interviews; Evaluation Methods; Higher Education; Job Applicants; *Portfolio Assessment; Preservice Teacher Education; *Student Evaluation; Student Teachers
IDENTIFIERS- Authentic Assessment; University of San Francisco CA

This paper reports on the development and utilization of the professional portfolio in the University of San Francisco's (California) teacher education program. It reviews the rationale and guidelines for using this performance-based follow their best instincts about what to do in their own classrooms. It also strives to assist experienced teachers who are on the edge of burnout in remembering what made them want to teach in the first place. The suggestions are designed to help teachers focus on why they originally decided to became teachers; see students as individuals with differences; ask for the help they need from their principals or from school support staff; maintain an open mind and a flexible attitude; pick battles with care; and use good common sense. The 10 commandments are as follows: (1) thou shalt have a calling to teach; (2) thou shalt demonstrate the joy of learning; (3) thou shalt keep your eyes on the prize; (4) thou shalt be organized and accountable; (5) thou shalt ask and ye may receive; (6) thou shalt be fair and prepared; (7) thou shalt use some common sense; (8) thou shalt be open-minded and flexible; (9) thou shalt not work in fear; and (10) thou shalt raise your expectations. Each section describes the commandment, presents personal stories, and offers relevant quotes. (SM)

ED 418 087   SP 037 879

Loiselle, Jean; St-Louis, Mack; Dupuy-Walker, Louise
Giving Professional Help to Preservice Teachers through Computer-Mediated Communication.
PUB DATE- 98
NOTE- 10p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (Dallas, TX, February 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Faculty; *Computer Mediated Communication; *Computer Uses in Education; Cooperating Teachers; Critical Incidents Method; Electronic Journals; Elementary Secondary Education; Foreign Countries; Higher Education; Information Networks; Internet; Practicums; *Preservice Teacher Education; *Student Behavior; Student Teacher Supervisors; Student Teachers; *Teacher Student Relationship
IDENTIFIERS- Canada

Two Canadian universities conducted an experiment in which preservice teachers used computer-mediated communication to describe and discuss critical incidents occurring during their practicum. Participants in the practicum shared their teaching experiences with peers, cooperating teachers, and university supervisors. Over 3 years, 6 different discussion groups occurred, with 37 student teachers, 6 supervisors, and 6 cooperating teachers participating. More than 900 message exchanges took place during their 2-6 week practicums. Because participants had home and school access to the Internet and used a discussion group setup on the university server, the messages were available to all. Preservice teachers shared all the difficulties they experienced and reacted to critical incidents reported by others. Researchers analyzed critical incidents reported via the computer-mediated communication to identify the main types of problems and concerns. Data classification and analysis was based on a framework with four commonplaces of learning (teacher, student, subject, and context) which considered the main relationship between those four elements. Results indicated that the most problematic situations involved student misbehavior or student-teacher relations. Preservice teachers seldom expressed concerns for themselves or for students with learning disabilities.

Kaufman); (4) "Optimal Periodicity of a Survey: Sampling Error, Data Deterioration, and Cost" (Dhiren Ghosh, Wray Smith, Michael Chang, and Steven Kaufman); (5) "Discussion" (Gary Shapiro); (6) "Some Data Issues in School-Based Surveys" (Daniel Kasprzyk, Kerry Gruber, Sameena Salvucci, Mehrdad Saba, Fan Zhang, and Steven Fink); (7) "The 1991-92 Teacher Follow-Up Survey Reinterview and Extensive Reconciliation" (Cleo R. Jenkins and Angela-Jo Wetzel); (8) "Improving Coverage in a National Survey of Teachers" (Daniel Royce and Irwin Schreiner); (9) "Improving the Coverage of Private Elementary-Secondary Schools" (Betty J. Jackson, Richard L. Frazier, Karen E. King, and Dennis J. Schwanz); (10) "Adding Value to the Value-Added Educational Production Function Specification" (Karen Akerheilm); (11) "Teacher Quality in Public and Private Schools" (Dale Ballou and Michael Podgursky); (12) "Teacher Shortages and Teacher Quality" (Richard M. Ingersoll); (13) "Work Experience, Local Labor Markets, and Dropping Out of High School" (Paul Swaim); and (14) "Discussion: Education Research Using the Schools and Staffing Survey and the National Education Longitudinal Survey" (Thomas M. Smith). Each paper contains references. (Contains 8 figures and 39 tables.) (SLD)

ED 418 106   TM 028 200

Holt, Albert; Scanlon, Brian R.
QED Estimates of the 1990-91 Schools and Staffing Survey: Deriving and Comparing QED School Estimates with CCD Estimates. Working Paper Series.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 95
NOTE- 70p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Comparative Analysis; *Data Analysis; Definitions; Elementary Secondary Education; *Estimation (Mathematics); *Institutional Characteristics; National Surveys; *Sampling; Tables (Data)
IDENTIFIERS- *Common Core of Data Program; Quality Education Data; *Schools and Staffing Survey (NCES)

This study examines the magnitude of the difference between estimates from the 1990-91 Schools and Staffing Survey (SASS) using a Common Core of Data (CCD) definition of a school and a Quality Education Data (QED) definition of a school. The 1990-91 SASS sample design allows for the development of school and administrator estimates using either the QED definition or the definition from the CCD. The first section of the report explains the background and purpose of the study and describes the variables of interest chosen for the study. The second section describes the steps involved in converting the 1990-91 SASS to a QED-defined survey, identifies the file variables that indicate which CCD schools map to a QED school, and describes the use of those variables in mapping from the CCD definition to the QED definition. The third section presents selected tables based on the QED definition of a school to allow comparisons, and the fourth section analyzes the estimates from both definitions and makes recommendations based on the magnitude of the difference in school characteristics between the two estimates. An appendix contains a sample of the Statistical Analysis System programs used in this study. (Contains 25 tables.) (SLD) packages and other publication data. Testing requires some practice to orient the child to the test format and to establish rapport. The norming study in 1989 was based on responses of 312 children. Reliability and validity studies were conducted as the test was developed. Overall, the Pre-IPT:Spanish seems to be an adequate measure of Spanish oral proficiency. It is appealing to the age for which it was constructed, and is easy to score and interpret. Scores across subjects were consistent, but validity results provide little support of the ability of the Pre-IPT:Spanish to measure verbal performance. The test should therefore be used as part of a more thorough language evaluation battery. It is also noted that the norming sample apparently did not include any special population children; the test is therefore a representation of language development in normal children. (Contains two references.) (SLD)

ED 418 124 TM 028 218

Roberts, J. Kyle
A Review and Critique of the COIN Basic Skills and Career Interest Survey.
PUB DATE- 98
NOTE- 10p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Houston, TX, January 22, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Basic Skills; *Career Choice; Career Guidance; Decision Making; Educational Assessment; *Educational Planning; High School Students; High Schools; *Interest Inventories; Norms; Student Evaluation; Test Reliability; *Test Use; Test Validity; Vocational Interests
IDENTIFIERS- *COIN Basic Skills and Career Interest Survey; Wonderlich Basic Skills Test

The COIN Basic Skills and Career Interest Survey is a two-part measure using the combined scores of the Wonderlich Basic Skills Test (E. Long, V. Artese, and W. Clonts, 1994) (WBST) and the COIN Career Interest Survey (R. Durgin, J. Ryan, and R. Ryan, 1995; COIN Educational Products, Inc.) (CIS). The third part of this package involves the combination of the two sets of scores linked to specific occupations. The overall result of the test package is an interpreted result that gives a student elements necessary for career decision making, educational planning, and curriculum selection. The entire package is designed for use with high school students. The package is attractively presented and appropriate for its audience. The WBST was normed with individuals in 86 occupations in 1992. Reliability analyses performed by the test developers indicate that the WBST is a reasonably reliable test. However, the test package does not contain any record of testing for criterion validity, and there is a lack of technical information about the CIS. If the instrument is intended to be used in a prescriptive way for future workers, then much work needs to be done to ensure that the questions that are asked and the prescriptions made are reliable and valid. Further work needs to be done by COIN to establish the reliability and validity of evidence from this package, but it is enjoyable to take, and might be a useful tool for graduating high school seniors once norms, validity, and reliability are established. (Contains five references.) (SLD)

DESCRIPTORS- Content Analysis; *Difficulty Level; *Evaluation
  Methods; *Qualitative Research; *Readability; *Reading
  Comprehension; *Writing Evaluation
IDENTIFIERS- *Text Characteristics

This book presents a method for the qualitative assessment of text difficulty, a method that relies on a total impression rather than on an analysis of text features. The method is based on matching samples of text to exemplars that have been scaled for comprehension difficulty. These exemplars range in difficulty from those suitable for the reading ability of first graders to those requiring the most advanced, sophisticated level of reading ability, that are typically suitable for college graduates. The qualitative method avoids some of the shortcomings of objective measures of text difficulty, especially the usually limited focus on semantic and syntactic measures. The scales can be used for estimating the comprehension difficulty of texts and for introducing parents and teachers to the processes of learning to read and improving reading skills. The sets of exemplars are grouped according to subject in the following categories: (1) literature; (2) popular fiction; (3) life sciences; (4) physical sciences; (5) narrative social studies; and (6) expository social studies. The first section of the book discusses methods and uses of the scales, and the second provides a manual for the qualitative assessment of texts. The third section is a discussion and analysis of the scaled passages, and the fourth section reviews the scientific basis for qualitative assessment. Three appendixes contain reproductions of literature passages, evidence for the scientific basis of the scales, and bibliographic information on the scale passages. (Contains 4 tables and 46 references.) (SLD)

ED 418 145   TM 028 241

Gaskins, Irene; Elliot, Thorne
Implementing Cognitive Strategy Instruction across the School:
  The Benchmark Manual for Teachers.
PUB DATE- 91
NOTE- 222p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For
  Practitioners) - Non-Classroom Use (For Administrative and
  Support Staff, and for Teachers, Parents, Clergy, etc. in Non-
  Classroom situations) (055)
DESCRIPTORS- Cognitive Processes; *Educational Practices;
  Elementary Education; *Inservice Teacher Education; *Integrated
  Activities; Junior High Schools; Learning Strategies; Middle
  Schools; Program Development; Skill Development; Teaching
  Methods; Thinking Skills
IDENTIFIERS- *Benchmark School PA; *Cognitive Strategies

Improving reading instruction has been the primary focus at the Benchmark School in Media, Pennsylvania. This book describes the various phases of Benchmark's development of a program to create strategic learners, thinkers, and problem solvers across the curriculum. The goal is to provide teachers and administrators with a handbook that can be used as a reference while they are developing a program to combine the teaching of content and strategies to deal with such problems as letter reversals, miscalling words, and misunderstanding selections. Following an introduction, Chapter 2 presents the rationale for teaching both content and strategies. Chapter 3 summarizes the Benchmark School's present understanding of how the mind learns to think. Section 2, which begins with Chapter 4, describes the

PUB DATE- 95

NOTE- 38p.; Translation services provided by the Western Area Vocational Gender Equity Center, Betty Szlajen, translator. For English language version, see ED 400 216.

LANGUAGE- Spanish

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Civil Rights; Elementary Secondary Education; *Equal Education; Equal Opportunities (Jobs); *Federal Legislation; *Parent Role; Sex Discrimination; *Sex Fairness; *Spanish; Teacher Role

IDENTIFIERS- *Title IX Education Amendments 1972

Classification of people according to gender begins in infancy. This booklet aims to remove some old ways of thinking that limit expectations for girls and boys. It also clarifies for educators, parents, and the community specific elements of the federal legislation called Title IX. Title IX of the Education Amendments of 1972 was the first comprehensive federal law that prohibits discrimination based on the sex of students and employees of educational institutions. Not only does it make it illegal to treat men and women differently, but it requires school districts to remedy the effects of past discrimination. The booklet reviews the requirements and effects of Title IX in the following chapters: (1) "Introduccion" Introduction ; (2) "Que Es el Titulo IX?" What Is Title IX? ; (3) "La Igualdad de Genero y las Expectativas" Gender Equity and Expectations ; (4) "Fomentar la Igualdad de Genero: El Papel de Administradores, Maestros, y Padres" Encouraging Gender Equity: The Role of Administrators, Teachers, and Parents ; (5) "El Tratamiento de Materiales Sexistas" The Treatment of Sexist Materials ; (6) "Actividades Sugeridas" Suggested Activities ; (7) "Notas" Notes ; (8) "Lecturas y Recursos" Readings and Resources ; and (9) "Organizaciones" Organizations . The five suggested activities can be used by teachers, small groups, and individuals to increase knowledge of gender equity. (SLD)

ED 418 164 UD 032 223

Tukufu, Darryl S.

A Guide toward the Successful Development of African-American Males.

PUB DATE- 97

NOTE- 52p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Adolescents; Black Culture; *Blacks; *Children; Criteria; Elementary Secondary Education; *Individual Development; *Males; Mentors; *Self Efficacy; Social Change; *Social Support Groups; Values

IDENTIFIERS- African Americans

This booklet is a guide and model for parents, educators, religious institutions, social service agencies, community centers, and other organizations that interact with African American males. The guide begins with the introduction of the African American Male Development Model, six criteria that, if internalized by males, would place them in a better position to contributing to the community. (SLD)

ED 418 181 UD 032 241

Allocations to Public Charter Schools Under Title I, Part A of the Elementary and Secondary Education Act (ESEA). Nonregulatory Guidance.
PUB DATE- 98
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Charter Schools; *Compensatory Education; *Disadvantaged Youth; Educational Finance; Elementary Secondary Education; Eligibility; *Federal Aid; Nontraditional Education; *Public Schools; *Resource Allocation; School Choice; School Districts; State Departments of Education; Urban Schools; Urban Youth
IDENTIFIERS- *Elementary Secondary Education Act Title I

Question-and-answer format is used to provide guidance about the eligibility of public charter schools to receive funds, and the allocation of such funds, under Part A of Title I of the Elementary and Secondary Education Act. Part A provides federal financial assistance, through state education agencies (SEAs) to local education agencies (LEAs) to meet the educational needs of children who are failing or at risk of failing to meet a state's content and student performance standards in schools with high concentrations of children from low-income families. In general, SEAs and LEAs must treat public charter schools in a manner consistent with the Title I statute and must take all reasonable steps to ensure that charter schools receive their full allocations. A public charter school LEA must meet the same eligibility requirements that apply to other LEAs in the state, and allocations are made on the basis of "formula children" as defined for other schools. Adjustments that may be made in the absence of complete data from the charter school are discussed for situations when the charter school is an LEA in itself or within an LEA. (Contains two tables.) (SLD)

ED 418 182 UD 032 242

Chapman, Francisco
The Dominican Racial Setting: Frame of Reference for the Understanding of Cultural Diversity in the Dominican Republic. Occasional Paper No. 38.
PUB DATE- 97
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Blacks; *Cultural Awareness; Cultural Differences; *Diversity (Student); *Dominicans; *Ethnic Groups; Foreign Countries; *Hispanic Americans; History; *Racial Differences; Spanish Speaking; Urban Schools
IDENTIFIERS- Dominican Republic

This paper examines racial composition in the Dominican Republic from the pre-Columbian period, conquest, and colonization to the formation of the Dominican nation. Even in the prehistoric era, the culture of the area that was to become the Dominican Republic was diverse, with a variety of dialects among the

PUB DATE- 96
NOTE- 14p.; Produced by the University of Washington, RAND Corporation Program on Reinventing Public Education.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Educational Finance; Elementary Secondary Education; Grants; Income; *Needs Assessment; Principals; *Private Financial Support; Public Schools; *Public Support; *Resource Allocation; *School Business Relationship
IDENTIFIERS- *Seattle Public Schools WA

A discussion among school and business leaders in Seattle (Washington) revealed that no one had a clear picture of the total community effort in support of schools or the external resources schools actually needed. The Program on Reinventing Public Education of the University of Washington conducted a study to determine how external resources were being distributed in the Seattle schools and whether these resources were meeting the needs of schools. School principals were surveyed in 1995 about the 1994-95 school year. The survey asked about funds from Seattle's Families and Education Levy, but did not ask about funds raised from sources within the school, such as a Parent Teacher Association. Survey results showed the immense scale and variety of external resources provided to Seattle schools. The Families and Education Levy alone provided over five million dollars in the school year, and was hailed by principals as indispensable to their schools. Local businesses offered multiple resources. In fact, public sector programs, grants, and contributions made up 49% of the dollar value of services available to Seattle public schools, and another 10% of the total dollar value of resources came from one private grant to a single high school. The remaining 41% came from local private sources in the form of 321 separate programs and services. Many of these were transient; almost half identified in a 1991 study of private contributions had disappeared by the 1995 survey. Researchers found that the overall distribution of these resources appeared to be random and unrelated to goals and strategies for school improvement and student achievement. (Contains three figures.) (SLD)

ED 418 199 UD 032 259

Celio, Mary Beth
Building and Maintaining Multischool Networks: Lessons To Be Learned from the Catholic Schools. Working Papers in Public Policy Analysis and Management. Draft.
PUB DATE- 94
NOTE- 54p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Accountability; *Catholic Schools; *Cooperation; Elementary Secondary Education; Information Dissemination; Models; *Networks; *Religious Organizations; *School Based Management; *Shared Resources and Services; Urban Schools

Well-developed models exist for the creation of multischool networks to promote the replication of effective practices beyond a single school. These networks are found in the Catholic schools. These networks are excellent models for the effective linkage of schools serving students of different socioeconomic and cultural groups in widely separated locations. This study describes networks developed by five Catholic orders: (1) the Jesuits; (2) the Irish Christian Brothers; (3) the Religious of the Sacred Heart; (4) the Holy

Hot Spots on the Web for Teacher Librarians: A Selection of Recommended Web Sites for TLs To Visit.
PUB DATE- 96
NOTE- 17p.; Topic B in: Proceedings of the ITEC Virtual Conference: A Meeting of the Minds (Australia, 1996); see IR 056 989.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- without ISPs for the same month and year. (AEF) and it allows rich, full access to content-base,Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; *Educational Resources; Elementary Secondary Education; Foreign Countries; *Information Sources; Internet; Librarian Teacher Cooperation; Reference Materials; *School Libraries; *World Wide Web
IDENTIFIERS- *Teacher Librarians; *Web Sites

Six papers review and recommend sites on the Web as resources for teacher librarians include: "Just Do It: A Guide to Getting Out There and Doing It Yourself" (Catherine Ryan); "A Selection of Recommended Web Sites for TLs To Visit" (Karen Bonanno); "A Selection of Recommended Web Sites for TLs To Visit" (Sandra Naude); "Internet Resources for the Teacher Librarian" (Veronica Forsyth); "11 Web Sites to Whet the Appetite of Teacher Librarians" (Trisha Benson); and "A Selection of Recommended Web Sites for TLs To Visit" (Anne Clyde). Highlights of the papers include: newspaper reference; source-checking; developing a home page; intranets; search engines; professional journals; evaluation of Web sites; quick reference sites; online reviews; associations; and the kind of information needed by teacher librarians (and for what purposes). (AEF) have been general education, college transfer, occupational programs, and non-credit continuing education programs, with community services and remedial education often included. State-level mission statements influence actual college practices by, first, communicating to local college leaders the mandates, desires, and prohibitions of the state and, second, by using the statements as guidelines for funding. These mission statements have changed considerably as competition for funds has increased. Specifically, occupational programs have gained in importance over transfer programs in state priorities, and funding and community services and non-job-related continuing education have long been supported only by user fees. Additionally, based on case studies of governance and funding in 10 states, economic and workforce development programs seem to have become the most important components in the eyes of state decision makers, surpassing transfer and community service. Contains 35 references. (BCY) through spring 1998 at the three colleges of California's Los Rios Community College District: American River College, Cosumnes River College, and Sacramento City College. Following a brief introduction, data are provided covering: (1) district-wide spring term enrollment for each year; (2) district-wide enrollment by student ethnicity, gender, age group, and day and evening attendance status; (3) enrollment by average student unit load and student status (i.e., new, transfer returning, special admit, or continuing); and (4) district enrollment by prior college units completed. Selected findings include the following: (1) total district enrollment at the end of spring 1998 was 53,737, up from 52,278 in spring 1997; (2) between spring 1994 and spring 1998, the proportion of ethnic minority students increased from 37.3% to 40% of enrollment; (3) the number of students age 40 and over increased from 17.7% in spring 1994 to 21.7% in spring 1998; (4) in spring 1998, 48.4% of students were enrolled in day classes only, 27.7% in evening classes only, and 24% in both; and (5) the proportion of students who had no previous college units increased by 13.2% between 1994 and 1998, although the proportion of those with Bachelor's degrees also increased over the period. (BCY)

then describes in detail what Kuru decided are crucial aspects of a community development strategy, which it adopted and called "community-owned development" in its move toward becoming a regional support organization. (EV)

ED 417 813 PS 026 368

Adams, Gina; Schulman, Karen; Ebb, Nancy
Locked Doors: States Struggling To Meet the Child Care Needs of Low-Income Working Families.
SPONS. AGENCY- Ford Foundation, New York, NY.; Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 98
NOTE- 81p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Budgeting; Child Welfare; *Day Care; Early Childhood Education; Family (Sociological Unit); *Financial Needs; *Financial Support; Grants; *Low Income Groups; Poverty; State Aid; State Federal Aid; State Regulation; State Surveys
IDENTIFIERS- Affordability; Child Care and Development Block Grants; Child Care Costs; *Child Care Needs; Dependent Care Tax Credit; Subsidized Child Care Services; Welfare Reform; Working Poor

This survey of child care administrators from all 50 states and the District of Columbia, conducted by the Children's Defense Fund, examined the adequacy of federal and state funding for child care and state child care policies. Data were collected by means of phone interviews and verified with administrators following collection. The findings indicate that state child care subsidy programs are so under-funded that they cut off eligibility at family income levels far below the level allowed by federal law and what is needed by families. Even low-income working families who meet state income guidelines cannot get needed help because of shortages. Administrators in 43 states were not confident that their state could serve all eligible families if they knew they were eligible. State child care funds are stretched so thin that even families receiving subsidies do not receive enough assistance. A majority of the administrators anticipated being unable to serve eligible families in the future as welfare work requirements rise unless there are new investments in child care assistance. Recommendations based on these findings include the need for strong federal action, increased investments for the Child Care and Development Block Grant program, tax credits for families who need child care, state expansions of child care investments, and increased efforts by local governments and private sector organizations to support parents and make child care more affordable. (Tables delineating specific findings by state are appended. Contact information for survey respondents is also listed.) (KB) assist early childhood personnel in establishing effective practices for the organization of these resources. The booklet's contents are: (1) why organize?; (2) where to start; (3) setting up an inventory; (4) inventory categories; (5) children's books; (6) the book inventory; (7) classifying books; (8) storage of books; (9) puzzles; (10) acquisition of puzzles; (11) classification of puzzles; (12) storage of puzzles; (13) blocks; (14) storage of blocks; (15) care of blocks; (16) staff resources; (17) use of staff resources; (18) staff quiz; and (19) conclusion. (EV)

ED 417 832 PS 026 396

Mohay, Heather; Holzheimer, Leisa
Understanding Asthma in Young Children.
PUB DATE- 97
NOTE- 21p.; Photographs may not reproduce well.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Asthma; Child Caregivers; Diseases; Foreign Countries; Respiratory Therapy; Special Health Problems; *Symptoms (Individual Disorders); Young Children
IDENTIFIERS- *Asthma Management

Asthma is an incurable respiratory disease characterized by increased responsiveness of the tracheobronchial tree to a variety of stimuli. Associated symptoms include shortness of breath, chest tightness, and a cough or wheeze. This resource booklet for child caregivers presents comprehensive information on the nature of asthma and caring for a child with asthma. Sections of booklet detail a variety of topics related to asthma including: the respiratory system, symptoms of asthma and how the disease is diagnosed, managing asthma in care and education settings, physiotherapy and breathing exercises, asthma education and self-management programs, how to know if a child has asthma, and what to do when a child suffers an asthma attack. Contains 15 references. (HTH) to misinformation about developmentally appropriate practice. The Fall issue focuses on Lev Vygotsky's Zone of Proximal Development and how the concept can be used to shape instruction in the classroom. (HTH)

ED 417 851 PS 026 425

National Head Start Bulletin, 1993-1995.
PUB DATE- 95
NOTE- 343p.; Issues 43-56 carry only a number; issue 57 carries "v1 n57" and is dated "Winter 1995/1996."
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Disabilities; Evaluation; *Nutrition; *Parent Participation; *Preschool Curriculum; Preschool Education; *Program Improvement; Resource Materials; *Staff Development; Training
IDENTIFIERS- *Project Head Start

This document consists of the 15 issues of the "National Head Start Bulletin" published during the three-year period 1993-1995. The bulletin is devoted to subjects of concern to Head Start teachers and administrators; each issue focuses on one topic. A main article and several smaller articles discuss various aspects of the topic for that issue. The topics covered in three issues are: (1) screening and assessment; (2) back to basics; (3) disabilities; (4) staff training and development; (5) parent involvement; (6) nutrition; (7) mental health; (8) family literacy; (9) resources/volunteers; (10) environmental issues; (11) sensory learning; (12) oral health; (13) general interest, including Head Start training guides and training/technical assistance providers; (14) general information, including American Indian and Native Alaskan Head Start Programs and National Indian Head Start Directors' Associations; (15) Early Head Start. (EV)

general issues such as administration, family support, and interagency coordination; (6) juvenile justice (including administration, penalties, financing procedures, and records); (7) substance abuse and control (including administration, detection, license revocation, penalties, and prevention); (8) welfare reform and public assistance (including eligibility and benefit levels, fraud, and minor parents); and (9) youth at risk (including missing and runaway children, and school policies and truancy). (HTH)

ED 417 870 PS 026 470

Nord, Christine Winquist
How Involved Are Fathers in Their Children's Schools? Issue Brief.
PUB DATE- 98
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; *Fathers; Nuclear Family; One Parent Family; *Parent Participation; *Parent School Relationship; Parent Student Relationship

Until recently fathers were the hidden parents in research on children's well-being. Research stimulated by the new interest in fathers suggests that fathers' involvement in their children's schools does make a difference in their children's education. This issue brief looks at the extent to which fathers are involved in their kindergartners' through 12th graders' schools, using data from the 1996 National Household Education Survey (NHES). Findings noted include the following: (1) fathers in two-parent families are less likely than mothers in two-parent families to be highly involved in their children's schools; (2) fathers and mothers who head single-parent families are virtually identical in their level of involvement, and it is quite similar to that of mothers in two-parent families; (3) fathers in two-parent families are more likely to attend school or class events or general school meetings than they are to attend parent-teacher conferences or to volunteer at their children's schools. The issue brief concludes by noting that the observed patterns of fathers' involvement are consistent with existing research and with the notion of a division of labor in two-parent families. The low participation of fathers in two-parent families offers schools an opportunity to increase overall parental involvement by targeting fathers. (HTH)

STEP: (1) formation and development of the university-school partnership, including planning and state support; (2) program design in four phases, ranging from exploration of teaching and foundational issues to full-time student teaching; (3) expectations for competence in special education in each of the four phases; (4) incentives for partnership participation, such as funds for teacher or substitute teacher compensation, service to the partner school by teacher candidates, and professional development opportunities; and (5) present challenges and future opportunities related to needs for shared vision, strong leadership, balance of bottom-up and top-down support, ongoing program development, and accountability measures and systems. (SV)

Luetke-Stahlman, Barbara
Long Distance Education at the University of Kansas.
PUB DATE- 98
NOTE- 9p.; In: Coming Together: Preparing for Rural Special Education in the 21st Century. Conference Proceedings of the American Council on Rural Special Education (18th, Charleston, SC, March 25-28, 1998); see RC 021 434.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Deafness; *Distance Education; Elementary Secondary Education; Graduate Study; Higher Education; Inservice Teacher Education; Nontraditional Students; Program Design; Rural Education; *Special Education; *Student Recruitment; Teacher Certification; *Teacher Education Programs
IDENTIFIERS- *University of Kansas

Since 1993, the University of Kansas (KU) has used distance learning options to serve rural graduate students seeking teacher certification in deaf education (DE). Telecommunications technologies used by DE courses include interactive/compressed video and the World Wide Web. Following an explanation of the technologies used and their advantages and disadvantages, this paper describes the DE program, including funding, options for Kansas certification in DE, student characteristics, and the curriculum design of the deaf-blind component. A comprehensive campaign was developed to recruit qualified students by publicizing program information, professional opportunities in the special education field, and the availability of student financial aid; recruitment strategies are listed that focus on nontraditional students (minority students, deaf students, students in rural settings). Admissions criteria are rigorous and parallel those traditionally associated with potential to complete a master's degree at KU. University resources and the quality and variety of practicum sites are briefly described. Recommendations are offered for program replication, focusing on three critical issues: student recruitment, breadth of programming, and the cost of course development and implementation when technologies are involved. (SV)

Families averaged 6.2 members, with at least 1 child aged 0-7 (as required); 55 percent of families had annual incomes below $9,000; 71 percent did not speak English at home; and 87 percent of parents lacked a high school diploma or GED. Chapter 1 introduces the migrant Even Start Program. Chapter 2 describes project characteristics: funding, number of families served, rural/urban location, availability of nonproject services, staffing, staff qualifications, inservice training, agency collaboration, needs for support services, barriers to implementation, project needs for technical assistance, recruitment strategies, and content and intensity of services. Chapter 3 describes participant characteristics: family structure, size, ethnicity, economic status, and length of U.S. residence; parents' education, English language proficiency, and employment status; and nonproject services received. Chapter 4 outlines participation rates by parents and children in various services, prevalence of special needs children, retention rates, and parent educational and employment status at year end. Contains 48 data tables. (Author/SV)

urban, college-bound high school juniors (n=13). The results suggest that elementary education majors who expect to teach mathematics need a broader vision of what mathematics is. Appendixes contain the survey instrument and results. (Author/NB)

ED 417 942 SE 061 214

Cohen, David K.; Hill, Heather C.
Instructional Policy and Classroom Performance: The Mathematics Reform in California.
SPONS. AGENCY- National Inst. on Educational Governance, Finance, Policymaking, and Management (ED/OERI), Washington, DC.
PUB DATE- 98
NOTE- 56p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Educational Policy; Elementary Secondary Education; *Instructional Improvement; Mathematics Achievement; *Mathematics Curriculum; *Mathematics Instruction; Professional Development; Teaching Methods

Educational reformers increasingly seek to manipulate policies regarding assessment, curriculum, and professional development in order to improve instruction. It is assumed that manipulating these elements of instructional policy will change teachers' practice which will then improve student performance. These ideas are formalized into a rudimentary model of the relations among instructional policy, teaching, and learning. This report proposes that successful instructional policies are themselves instructional in nature because teachers figure as a key connection between policy and practice. Their opportunities to learn about and from policy are a crucial influence both on their practice and, at least indirectly, on student achievement. Using data from a 1994 survey of California elementary school teachers and 1994 student California Learning Assessment System (CLAS) scores, the influence of assessment, curriculum, and professional development on teacher practice and student achievement is examined. Results bear out the usefulness of the model in proving that under identified circumstances, policy can affect practice and both can affect student performance. Contains 28 references, 3 appendices, 11 data tables, and endnotes. (Author/NB)

Activities; *Partnerships in Education; *Professional Development; Student Evaluation
IDENTIFIERS- New York

This report presents the results of a three-year educational partnership that supports a unique interdisciplinary team approach to professional development. The Sage Colleges collaborated with two school districts (City School District of Albany and Niskayuna Central School District) to enable educators to align content and standards; draw upon a bank of assessment vehicles, questions, and assignments; create classrooms in which students are able to make content connections across the curriculum; and develop an interdisciplinary pool of educators capable of addressing the future needs of standards-based professional development. The elementary, middle, and high school teams achieved this outcome through different experiences. This report focuses on the experiences of the high school team in mapping their curricula, developing connected classroom projects, and creating generic assessment tools and rubrics. Appendices contain curriculum maps; chemistry, biology, and social studies projects; outcomes and indicator statements; and generic assessment tools and rubrics. (DDR)

ED 417 964 SE 061 280

Lopez-Ferrao, Julio E.; Warner, Linda Sue
Program Effectiveness Reviews (PER) Report. Statewide Systemic Initiatives (SSI) Program. December 17, 1997.
PUB DATE- 98
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Change; Elementary Secondary Education; *Learning Strategies; Partnerships in Education; Professional Development; Program Evaluation; *Science Curriculum; *Science Education; Science Teachers; *Statewide Planning; Teacher Education
IDENTIFIERS- National Science Foundation; *Statewide Systemic Initiative

This report contains the results of a review process and specifically addresses the indicators of progress and achievement which include student impact, teacher impact, policy changes, resource changes, management change, data utilization, learning infrastructure change, student performance, and partnerships. The review was designed to gain a full understanding of the appropriately-documented, effectively-measured, significant, and reliable indicators by which progress is assessed according to the Statewide Systemic Initiative (SSI) Program objectives. (DDR)

F.

Combining Qualitative and Quantitative Approaches in a Cross-National Study of Learning Environment in Taiwan and Australia.

PUB DATE- 98

NOTE- 18p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (71st, San Diego, CA, April 19-22, 1998).

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Concept Formation; Educational Strategies; Foreign Countries; High Schools; *Knowledge Base for Teaching; Qualitative Research; Relevance (Education); *Science Instruction; *Science Teachers; Statistical Analysis; *Student Attitudes; Student Evaluation; Theory Practice Relationship

IDENTIFIERS- Australia; Taiwan

This study compares the results of Australian and Taiwanese Grade 10 students (N=2959) on the Students' Perceptions of Teacher Knowledge (SPOTK) questionnaire. The purposes of this paper are to quantitatively compare the mean scores of each item in the two countries and to use qualitative research methods involving classroom observations and interviews of students (N=64) to gain insight into students' reasons for their responses to the questionnaire. Interviews are based on questionnaire items that showed statistically significant differences in scores between Taiwan and Australia. Findings indicate that Taiwanese teachers prefer using verbal illustrations to teach science concepts, provide less help to students in extending their science learning to daily life, concentrate on scientific theories and principles, constantly monitor students' learning, and reinforce students' memorization and calculating ability more than the Australian science teachers. Contains 19 references. (DDR)

set of 12 lessons include: (1) "The First Economic Revolution"; (2) "Making Clothes and Houses Out of Wheat"; (3) "Trade in Africa, 9th to 12th Centuries A.D."; (4) "How Did the Black Death Raise Living Standards in Europe?"; (5) "Why Didn't China Discover the New World?"; (6) "The Decline of Spain"; (7) "The Great Tulip Boom"; (8) "Adam Smith and the Market Economy"; (9) "The Industrial Revolution"; (10) "How the Industrial Revolution Raised Living Standards"; (11) "Japan's Economic Miracle"; and (12) "The Fall of Communism." Each lesson includes core concepts, objectives, materials needed, a lesson description, procedures, and suggested evaluation. The volume concludes with sample test questions for each lesson. (EH)

ED 418 009 SO 028 420

Wentworth, Donald R.; Kraig, Beth; Schug, Mark C.
United States History. Focus on Economics.
PUB DATE- 96
NOTE- 158p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Citizen Participation; Citizen Role; Citizenship; *Consumer Education; *Economics; *Economics Education; Global Education; Macroeconomics; Microeconomics; Secondary Education; Social Studies; *United States History

This book uses human interest stories to explain perplexing behavior from an economic perspective throughout U.S. history. The set of 15 lessons include: (1) "Indentured Servitude: Why Sell Yourself into Bondage?"; (2) "Do the Right Thing: Free the Slaves, Avoid the War"; (3) "Why Would You Raise Chickens When You Don't Like Eggs? -or- Why Did Farmers Specialize?"; (4) "Who Should Make the Food Safe?"; (5) "The Buffalo Are Back"; (6) "Why Don't Cowboys Ever Ride into the Sunset?"; (7) "How Can Big Business Make Money from Tariffs?"; (8) "Who Invented Bad Breath and Why?"; (9) "Prohibition Then; MADD Today"; (10) "Why Would White Baseball Club Owners Sign Black Players?"; (11) "Where Did the African-American Middle Class Come From?"; (12) "Gift Giving in America: Why Do You Give the People You Love Things They Hate? -or- Do You Care Enough to Send the Very Best?"; (13) "Why Would Grape Pickers Ask People Not to Buy Grapes?"; (14) "Why Have Americans Climbed So Many Mountains?"; and (15) "What Can Yesterday's Choices Tell Us about Tomorrow?" Each lesson includes core concepts, objectives, materials needed, a lesson description, procedures, and suggested evaluation. (EH)

Responsibility; Civics; *Civil Rights; *Classroom Techniques;
Conflict Resolution; *Constitutional Law; Democracy;
Discipline; Elementary Secondary Education; Law Related
Education; Prosocial Behavior; Student Rights

This paper presents a composite of four separate research studies conducted to assess the impact of constitutional language on classroom environments. The studies were designed to examine the uses of "Judicious Discipline" in a variety of classrooms and how the use of a common language based on rights and responsibilities affected the behavior of students. The studies covered a variety of locations including New York, Minnesota, and Oregon. The studies reveal the need for educators to take the time to teach students about their individual rights as well as their social responsibilities. Students who have had the opportunity to learn about their societal expectations as they are balanced against personal freedoms, are more likely to attain a level of autonomous social development. Teachers are less likely to feel frustrated about student behavioral problems and more likely to experience reduced levels of work-related stress. The studies also indicate that when teachers provide students with a common language of civility, there is a common ground for discussion, mediation, and reconciliation of many social problems that typically develop in the classroom. The data from the studies indicate that students who are taught to engage in civil discourse tend to use it to resolve conflicts peacefully, rather than resort to verbal or physical assaults. Evidence in the studies suggest this approach to classroom management is also effective in special needs classrooms. (EH)

Educating Culturally Responsive Teachers: An Introduction to Process-Oriented or Developmental Approaches.

PUB DATE- 98
NOTE- 54p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (New Orleans, LA, February 25-28, 1998).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Action Research; Consciousness Raising; *Cultural Awareness; Culturally Relevant Education; *Diversity (Student); Elementary Secondary Education; Faculty Development; Higher Education; *Multicultural Education; Preservice Teacher Education; *Teacher Attitudes; Teacher Behavior; Teacher Educators; Teacher Improvement; Urban Education

This paper shares research from two professional development initiatives that focused on changes in teacher educators' and teachers' multicultural thinking, discussing the use of a developmental perspective to structure and evaluate such initiatives. The first study involved an action research project that examined six teacher educators' experiences during committee work designed to enhance multiculturalism during teacher preparation. The intervention attempted to reduce the gap between the college's multicultural mission and the traditional practice of Teacher Preparation Committee members. During the first intervention session, participants discussed the perceived gap, then in a second session, they reacted to data from the first and discussed alternative frames of preparing teachers for cultural diversity. They progressed through four stages of reflective understanding (basic, strategic, communicative, and transformational). The second study investigated 11 diverse classroom teachers' experiences in a professional development program designed to enhance their thinking about children's cultures and its practical applications in the classroom. The context for the study was the professional development center, CULTURES (Center for Urban Learning/Teaching and Urban Research in Education and Schools), which helps practicing teachers work more effectively with diverse students in urban settings. Pre- and post-CULTURES interviews with participants indicated that teachers changed their view of cultural differences and cross-cultural behaviors. Teachers exhibited more ethnorelative behavior and thinking after the intervention. (Contains 52 references.) (SM) teacher assessment model, reports the results of a survey of 45 recent credential program graduates' use of the portfolio, and discusses implications for beginning teachers' initial job search and on-going professional development. Surveys of the recent graduates asked how they had used their portfolios in their job search and what role the portfolio played as an ongoing record of their career. Results indicated that beginning teachers used the portfolio in job interviews 83 percent of the time, and the portfolio enhanced their job search process. The portfolio allowed them to document and demonstrate in visual form their competency as teachers. Most reported that portfolios were an advantage in the job interview process, though several said that interviewers were not interested in seeing the portfolio. Over half of the respondents reported that they updated their professional portfolios on an ongoing basis. Respondents noted portfolios continued to provide a useful tool for reflecting on their professional and personal growth through their first years in the classroom. (Contains 15 references.) (SM)

Supervisors used various supervision strategies and often used more than one in the same intervention. Their interventions did not reflect a unique pattern of supervision. Over time, their interventions became more elaborated. (Contains 12 references.) (SM)

ED 418 088   SP 037 880

A Talented, Dedicated, and Well-Prepared Teacher in Every Classroom. U.S. Department of Education Initiative on Teaching Information Kit.
PUB DATE- 98
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - General (140)
DESCRIPTORS- *Academic Standards; Educational Improvement; *Educational Quality; Elementary Secondary Education; Faculty Development; Higher Education; Preservice Teacher Education; *Teacher Qualifications; Teacher Recruitment; *Teacher Role; Teacher Shortage; *Teaching (Occupation)

This information kit discusses the need to have trained, qualified, dedicated teachers in all U.S. classrooms. Section 1 discusses the background of efforts to raise standards in U.S. education and examines the role teachers play. Section 2 describes the current state of the U.S. teaching force, noting that many teachers are underqualified, that the teaching force does not reflect student diversity, and that the nation does not invest adequately in its teachers. Section 3 examines the coming crisis in who will teach the children, explaining that over the next 10 years, the nation will face a tremendous demand for additional teachers; teachers will have to know and do more than ever before in these changing times; and shortages of qualified teachers will affect U.S. communities unevenly. Section 4 examines what is already being done to address issues of teacher quality and presents six objectives for making a difference in teacher quality nationwide. Section 5 explains where the United States must go from here, posing questions that communities, teachers, teacher educators, and professional development planners must ask themselves in order to prepare for the future. The information kit also includes a set of chart masters for making overheads to go with the information provided in the five sections. (SM)

ED 418 107 TM 028 201

Fink, Steven
Schools and Staffing Survey: 1990-91 SASS Cross-Questionnaire Analysis. Working Paper Series.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 95
NOTE- 106p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Administrators; *Comparative Analysis; *Data Analysis; Elementary Secondary Education; Enrollment; *Followup Studies; Institutional Characteristics; Longitudinal Studies; National Surveys; Private Schools; Public Schools; *Questionnaires; Racial Differences; *Responses; Tables (Data); Teacher Certification; Teacher Characteristics; Teacher Supply and Demand
IDENTIFIERS- *Schools and Staffing Survey (NCES); *Teacher Followup Survey (NCES)

This study examines estimates of the same or similar variables in the 1990-91 Schools and Staffing Survey (SASS) and the 1991-92 Teacher Followup Survey conducted by the U.S. Bureau of the Census for the National Center for Education Statistics. The SASS is a national survey of elementary and secondary schools, which consists of components surveying teacher supply and demand, school administrator characteristics, student and school characteristics, and teacher qualifications and characteristics. The Teacher Followup Survey, conducted a year after the SASS, uses a sample derived from the participants in the SASS Teacher Survey. Data from the Teacher Followup Survey allow for comparative analyses of public and private school teacher job satisfaction and movement within and out of the teaching profession. The SASS sample comprises approximately 13,200 schools and 65,200 public and private school teachers. This report, results of which are intended primarily for users of the 1990-91 SASS data sets, identifies the same or similar survey items across the SASS and Teacher Followup Survey and compares these items and estimates across national, state, and private schools. It also decomposes estimates to understand the source or sources of differences. Following an introduction, the chapters of this report concentrate on the variables identified as being common across the surveys: (1) public school enrollment; (2) teacher totals; (3) number of teachers by race/ethnicity; (4) teacher schooling and certification; (5) and teacher attrition. Tables presenting comparison results are found at the end of each chapter. A concluding chapter summarizes differences, which in general, differ only by small percentages, even though they often show statistical significance. An appendix provides the Statistical Analysis System computer programs used to analyze the SASS results. (Contains 2 figures, 26 tables, and 7 references.) (SLD)

ED 418 125 TM 028 219

Humphries-Wadsworth, Terresa M.

Features of Published Analyses of Canonical Results.

PUB DATE- 98
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Correlation; *Definitions; Literature Reviews; *Multivariate Analysis; *Reliability; Research Methodology
IDENTIFIERS- *Structure Coefficients

D. Wood and J. Erskine (1976) and B. Thompson (1989) provided bibliographies of roughly 130 applications of canonical correlation analysis, but the features of such reports have not been widely studied. This report examines the features of recent canonical reports, including substantive inquiries, but also measurement applications examining multivariate validity and multivariate reliability. One particular area of interest focuses on interpretation of functions as against structure coefficients. Little appears to have changed since the publication of the Wood and Erskine study. The current review of the literature yields similar results about the confusing and somewhat arbitrary use of canonical terminology. Several analyses are highlighted that illustrate why students have so much trouble understanding canonical results. In addition to using confusing terminology, many authors failed to provide all the information needed to evaluate their conclusions. Recommendations for reporting canonical results include evaluating both the squared canonical correlation coefficients and statistical significance test results to decide which canonical functions to interpret. Both the canonical function coefficients and the canonical structure coefficients should be interpreted for noteworthy functions. One should usually not try to interpret the redundancy coefficients. One must, however, examine the communality coefficients for the variables that do not contribute to the overall canonical correlation solution, and one should evaluate the generalizability of the results through statistical or empirical means. Measurement applications are outlined. (Contains 1 table and 51 references.) (SLD)

strategies currently being taught at Benchmark, and Chapter 5 presents the most recent model for teaching strategies. Section 3 is composed of Chapters 6 through 10, which describe practices at Benchmark School for the lower school and the middle school. The last chapter of the book describes the principles and practices for engaging, training, and supporting teachers in the implementation of a strategy program across the curriculum. The book includes transcriptions of classroom discussions, showing how teachers integrate and support the strategies in the classrooms. (Contains 101 references.) (SLD)

ED 418 146   TM 028 242

Pressley, Michael, Ed.; Woloshyn, Vera, Ed.
Cognitive Strategy Instruction that Really Improves Children's Academic Performance. Cognitive Strategy Training Series. Second Edition.
PUB DATE- 95
NOTE- 266p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Cognitive Processes; Elementary Secondary Education; Instruction; *Learning Strategies; Mathematics; Problem Solving; Reading Comprehension; *Reading Instruction; Science Instruction; Spelling; Teaching Methods; Urban Youth; Writing (Composition)
IDENTIFIERS- *Cognitive Strategies

This volume is the flagship volume in a series on cognitive strategy instruction. While strategies instruction is particularly appropriate for the learning disabled, it is also very useful for normal learners, especially inner city and minority children. The series focuses on conveying strategies instruction methods for use with these children. The following chapters are included: (1) "Introduction to Cognitive Strategy Instruction" (Barbara Snyder and Michael Pressley); (2) "Decoding and the Beginnings of Reading" (Michael Pressley and Teresa Cariglia-Bull); (3) "Reading Comprehension Strategies" (Michael Pressley, Sonya Symons, Jacqueline A. McGoldrick, and Barbara L. Snyder); (4) "Vocabulary" (Michael Pressley and Linda Lysnchuk); (5) "Spelling" (Vera E. Woloshyn and Michael Pressley); (6) "Writing" (Michael Pressley, Jacqueline A. McGoldrick, Teresa Cariglia-Bull, and Sonya Symons); (7) "Mathematical Problem Solving" (Michael Pressley, Jacquelyn Burkell, and Brynah Schneider); (8) "Science" (Vera Woloshyn and Michael Pressley); (9) "Learning Facts: The Value of Always Asking Yourself Why and Other Mnemonic Strategies" (Michael Pressley and Vera Woloshyn); and (10) "Getting Started Teaching Strategies" (Michael Pressley). An appendix lists additional sources of information about strategies. Each chapter contains references. (Contains 30 tables and 20 figures.) (SLD)

make a contribution to themselves, their families, and society. These criteria are: (1) religious, philosophical or ideological orientation; (2) positive mental attitude; (3) the Nguzo Saba; (4) African American culture and history; (5) social development; and (6) social capacity. The two most important are the religious, philosophical, or ideological orientation and positive mental attitude. The Nguzo Saba is a black value system that forms the basis of continuing development through seven principles. A knowledge of African American culture and history is important in the young man's social development, and various rites of passage, mentoring, and manhood preparation strategies are described that contribute to social development in the context of the Nguzo Saba. Working to improve social capacity through community organization, political and social change organizations, and economic empowerment initiatives supports individual development as well. Appendixes present the principles of self-efficacy and Nguzo Saba. (SLD)

native peoples. With the arrival of the Spanish to the New World, a link was added. African slaves added further to the diversity of the population of Santo Domingo, bringing a new cultural heritage and new farming techniques. Immigrants from the Canary Islands and Sephardic Jews arrived to contribute to the island culture, as did Puerto Ricans and Cubans who came in colonial times. English speaking Caribbean immigrants came at the end of the 19th century, and Chinese migration completed the cultural and racial picture of the Dominican Republic in the 20th century. With this diversity of racial groups, it is possible to speak of a hybrid national culture. By understanding this racial complexity, it becomes possible to understand the turbulent social history of this small nation. This background also permits the understanding of the Dominican educational system in terms of its historical framework without making a mistake in comparing it to the analogous educational system of the Americas. (SLD)

Child Sisters; and (5) the Lasallian Christian Brothers. These are only a small, although very visible, part of the orders that have sponsored networks. There are reasons to believe that the religious sponsorship of these schools does not preclude the use of their experiences by other educational institutions and organizations. In each of these orders, the founder established an effective school and then was able to replicate it. Their experiences illustrate the importance of a clear vision of purpose, a mission. The importance of a sense of community is evident in the practices of these school networks. Some central services are provided for these networks, but decisions are made at the lowest appropriate level. There is an accountability system appropriate to the site-managed system, and this is a part of the body of experience that might be useful in the restructuring of public schools, and particularly urban schools, to work without a cumbersome central bureaucracy. (Contains 44 references.) (SLD)

ED 418 200 UD 032 260

Straub, Alicia, Comp.
School Choice Annotated Bibliography.
PUB DATE- 97
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Charter Schools; Citations (References); Educational Change; *Educational Vouchers; Elementary Secondary Education; Foreign Countries; *Free Choice Transfer Programs; Literature Reviews; Magnet Schools; *Nontraditional Education; Research Reports; *School Choice; School Restructuring; Urban Schools
IDENTIFIERS- United Kingdom; United States

This annotated bibliography of articles and books related to school choice contains 94 annotations. Included are research reviews, case studies, analyses of policy and practice, collections of studies and articles, reports on research conducted in particular school districts, and arguments in support of and against school choice. Various forms of choice are discussed, including voucher systems, magnet schools, open enrollment programs, inter-district choice programs, and charter schools. Many of the articles and books focus on urban schools and the importance of school choice for disadvantaged children. Although the focus is on the United States, several works discuss school choice in the United Kingdom. (SLD)

ED 418 201 UD 032 261

Hill, Paul T.; Klein, Stephen P.
Toward an Evaluation Design for the Cleveland Scholarship Program. Working Papers in Public Policy Analysis and Management.
PUB DATE- 96
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Disadvantaged Youth; *Educational Vouchers; Elementary Secondary Education; *Evaluation Methods; Pilot Projects; Private Schools; *Program Evaluation; Public Schools; *Research Design; *Scholarships; Suburban Schools; Urban Schools
IDENTIFIERS- *Cleveland Public Schools OH

In March 1995 the Ohio General Assembly enacted a Pilot Project

Scholarship Program intended to provide a limited number of vouchers to allow Cleveland public school students to attend alternative schools, i.e. private schools, including those operated by religious organizations, within the Cleveland city limits and public schools in surrounding suburban school districts. Vouchers were to be available for the first time in the 1996-97 school year. Voucher winners were to be chosen by lottery, with voucher winners accepted by lottery into the alternative schools with preferences given for current students and their siblings. The maximum voucher value was to be $2,500, with reductions for increasing income above the federal poverty line until eligibility ended at 200% of the poverty level. Students, once admitted, could continue receiving vouchers through grade 8, subject to continued funding by the state. Although about 4,000 families were made some kind of voucher offer, many refused. An evaluation was designed to determine why so many did not enroll, and the significance this might have for future program management and evaluation. The designed evaluation will have a study of parent choice and satisfaction, with interviews with at least 25 parents (those that enrolled children and those that did not), and a study of the initial effectiveness of the program in terms of student achievement, subject to the limitations of available data. The rationale behind and planned implementation of both evaluation components are described. (SLD)

ED 418 202 UD 032 262

Hill, Paul T.; Lake, Robin J.
Toward a K-12 Education Accountability System in Washington State.
SPONS. AGENCY- Boeing Co., Seattle, WA.
PUB DATE- 97
NOTE- 28p.; Funding also received from the Washington Roundtable.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Accountability; *Educational Change; Elementary Secondary Education; Evaluation Methods; *Program Development; School Districts; Standards; *State Programs
IDENTIFIERS- Reform Efforts; *Washington

An accountability system is proposed for the education system in Washington. Reform efforts in Washington have been designed to create a school-centered system in which state standards motivate teachers, parents, and principals to search for more effective ways to help students learn. Drawing on the experience of other states, recommendations are made for a statewide accountability system that will: (1) promote school-level instructional improvement by eliminating compliance-oriented rules and regulations and transferring real-dollar resources to schools; (2) stimulate creation of a range of public and private assistance sources; (3) measure and report real, unadjusted student achievement scores; (4) empower local school districts to classify schools, reward success at the local level, work with struggling schools, and reconstitute schools that consistently fail their students; (5) re-align the responsibilities of existing state agencies; (6) create a new State Accountability Commission to review school district progress toward the state standards; and (7) allow teachers and principals to hold students accountable for diligent effort and reasonable behavior. The proposed accountability system meets the standard that all education reform efforts must meet, that of being serious enough to make real measures of student performance, assign clear responsibilities to all actors, and acknowledge the connections between educators' efforts and student achievement. (Contains two figures, two tables, and seven references.) An appendix reviews five state accountability designs. (SLD)

ED 418 203 UD 032 263

Millot, Marc Dean
Autonomy, Accountability, and the Values of Public Education: A Comparative Assessment of Charter School Statutes Leading to Model Legislation.
SPONS. AGENCY- New American Schools Development Corp.; Rand Corp., Santa Monica, CA. Inst. for Education and Training.
PUB DATE- 96
NOTE- 304p.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Accountability; *Charter Schools; Comparative Analysis; Elementary Secondary Education; Models; *Public Schools; School Districts; State Departments of Education; *State Legislation; Tables (Data)

This report analyzes state statutes authorizing a new approach to the organization of elementary and secondary education in the public sector, the "outcome-based," "contract," or, as it is now commonly called, "charter school." Charter school statutes create an alternative legal framework for the formation of public schools by permitting a state education agency to grant an individual public school some degree of autonomy from central control over critical decisions of accountability for educational results in return for the school's acceptance of some degree of accountability for educational results. Charter schools compete directly with district-run schools for students and funding, and this competition is intended to raise the quality of public education for all. This report provides a comparative analysis of the charter school statutes of 11 states. First it examines the expressions of legislative intent, and then the more salient features of charter school legislation are discussed, comparing the various statutory provisions. The report then analyzes some of the tensions between autonomy and accountability, and discusses key issues legislators must address. The report also addresses potential tensions between charter school autonomy and the values of public education. Finally, the paper discusses key provisions of a proposed draft model developed in the course of this study. The guiding assumption of this model is the need to balance the goals of autonomy and accountability while maintaining the core values of public education. The state statutes are attached. (Contains 36 tables.) (SLD)

ED 418 204 UD 032 264

del Pinal, Jorge; Singer, Audrey
Generations of Diversity: Latinos in the United States.
PUB DATE- 97
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Demography; Economic Factors; *Educational Attainment; *Ethnic Groups; *Hispanic Americans; *Immigrants; Immigration; Political Influences; Socioeconomic Influences

IDENTIFIERS- *Latinos

Early in the 21st century, Hispanic Americans will become the largest U.S. ethnic minority. By 2050, the Hispanic, or Latino, population is projected to number around 100 million and constitute 25% of the U.S. population, up from 11% in 1996. This "Population Bulletin" looks at three aspects of the U.S. Hispanic population: (1) their growing numbers; (2) their increasing diversity; and (3) their relative well-being. Immigration has contributed about one-third of the recent growth of the Hispanic population. It has also changed the Hispanics' ethnic profile by increasing the share of Central and South Americans. Future levels of Hispanic immigration will depend on U.S. policies, political events, and economic health, but immigration is likely to continue for the foreseeable future. Fertility will contribute most future population growth. Many socioeconomic factors, including the choice of marriage partner, will affect the future fertility (and consequently the size) of the U.S. Hispanic population. Hispanics' low average socioeconomic status presents many barriers to their full participation in U.S. society and political life. Improving Hispanics' educational attainment is key to enhancing their well-being, but the U.S. public must also be willing to acknowledge their contribution and to help them to succeed. (Contains 9 tables, 13 figures, 4 boxes, and 87 references.) (Author/SLD)

ED 418 205 UD 032 265

Connell, Karen; Milenkiewicz, Margie
Education for Homeless Children and Youth. 1995-96 McKinney Funded Projects End of Year Reports.
PUB DATE- 97
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adolescents; Budgets; *Children; Federal Aid; Federal Legislation; *Homeless People; Program Effectiveness; Research Problems; Retrenchment; School Districts; *Urban Youth
IDENTIFIERS- *Colorado; *Stewart B McKinney Homeless Assistance Act 1987

In the 1995-96 school year, seven Colorado school districts, including urban districts, received grants under the federal McKinney Program for the homeless (Stewart B. McKinney Homeless Assistance Act). The grant awards totaled $225,580 and served a total of 2,100 children. Although the same number of districts were funded as in the preceding year, a 25% budget cut caused a decrease in services to 200 children. This report is a compilation of the responses from the seven districts. School district representative comments are presented, attributed to the district, in the following areas: (1) difficulty in obtaining number estimates of homeless students; (2) problems and barriers to enrollment and success for homeless students; (3) school district responses to barriers to the enrollment and success of homeless students; (4) special needs of homeless children and youth; (5) program successes; (6) successful practices; and (7) increases or decreases in preschool access and older youth programs since the 1994 reauthorization. A case study of the use of McKinney-funded services is presented for each district. (SLD)

ED 418 206 UD 032 266

Feagin, Joe R.; Vera, Hernan; Imani, Nikitah

The Agony of Education. Black Students at White Colleges and Universities.
PUB DATE- 96
NOTE- 196p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *Black Students; *College Students; Educational Environment; *Equal Education; *Higher Education; *Multicultural Education; Parents; *Racial Discrimination; School Holding Power; Student Recruitment
IDENTIFIERS- African Americans; *White Colleges

This book examines the barriers that African American students encounter in colleges that are predominantly white. Although many people, and much of the media, have presented a picture of U.S. universities as strongholds of multiculturalism that are devoted to racial equality. Interviews with 36 randomly selected black juniors and seniors at a predominantly white campus and 41 parents in nearby metropolitan areas show that there are many obstacles for black college students. The following chapters are included: (1) "Black Students at Predominantly White Colleges and Universities: The Rhetoric and the Reality"; (2) "Educational Choices and a University's Reputation: The Importance of Collective Memory"; (3) "Confronting White Students: The Whiteness of University Spaces"; (4) "Contending with White Instructors: 'You Can Feel When Someone Wants You Somewhere'"; (5) "Administrative Barriers to Student Progress: 'Blocked at Each Little Turn'"; (6) "Issues of Recruitment and Retention: 'If They Do Anything, It's To Encourage You To Leave'"; and (7) "Racism in Higher Education: The Need for Change." (SLD)

ED 418 207   UD 032 267

Kunjufu, Jawanza
Black College Student's Survival Guide.
PUB DATE- 97
NOTE- 182p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Achievement; Black Colleges; *Black Students; Career Choice; *College Students; Educational Attainment; Educational Environment; *Employment Opportunities; Fraternities; Higher Education; *Social Environment; Sororities; Student Role
IDENTIFIERS- African Americans

This guide to college for the black student explores how to choose a college, how to have a successful academic and social college career, and how to find a job after college. The perspective is that of an African American Christian educator with a great deal of experience with black youth. It is noted that retention in college is at only 32% for the African American community, and why this occurs is discussed. The issues reviewed in these chapters have been the subjects of speeches given at many college campuses. The following chapters are included: (1) "Why Are You Here?"; (2) "Selecting a College"; (3) "Habits and Discipline"; (4) "Retention"; (5) "Greek Life"; (6) "The Power, Passion, and Pain of Black Love"; (7) "DuBois' Talented Tenth"; and (8) "Life after College." (SLD)

ED 418 208 UD 032 270

Finn, Jeremy D.
Class Size and Students at Risk. What Is Known? What Is Next? A Commissioned Paper.
PUB DATE- 98
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Behavior Patterns; *Class Size; Educational Policy; *Educational Research; Elementary Secondary Education; *High Risk Students; Literature Reviews; Program Effectiveness; Teaching Methods; Urban Schools; Urban Youth
IDENTIFIERS- *Student Teacher Achievement Ratio Project TN

This report is an overview of recent research on the effects of class size on the academic performance and behavior of students at risk. In several ways it is not a conventional literature review. It emphasizes one recent large-scale investigation, Tennessee's Project STAR (Student-Teacher-Achievement-Ratio), begun in 1985. It is more evaluative than most reviews of research, stressing the strengths and weaknesses of the studies cited, and it stresses the need for future research more than the typical literature review. The first chapter reviews the status of research on class size with particular attention to the STAR investigation and the research it has inspired. The conclusiveness of the findings is discussed, as well as implications for students at risk and for education policy in general. The second chapter discusses approaches that have been taken to assess the costs and benefits of reducing class size and proposes additional dimensions that need to be considered, and the third explores the implications of small class size for classroom management and instructional strategies, with particular attention to the need to increase the academic engagement of students at risk. Issues requiring further research are identified throughout the paper, but summarized in the last chapter as a research agenda. The focus is, in most cases, on the effects of small classes in the early grades, because the most current and best research has been at this level. Project STAR has demonstrated that small classes benefit students in kindergarten through grade 3 academically. That pupil behaviors are affected has been shown clearly in the STAR grade-4 follow-up, in which ratings of specific engagement dimensions revealed improvements in the expenditure of effort, initiative taking, and reduced disruptive and inattentive behavior in comparison to students in regular classes. Substantially more research is needed to tell about the connections among teaching practices, engagement behaviors, and academic achievement for at-risk students and through the later grades. (Contains 1 table, 1 figure, and 75 references.) (SLD)

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(160) Tests/Questionnaires

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7p. L1 ED 417 912

(170) Translations

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25p. L1 ED 417 536

(171) Multilingual/Bilingual Materials

Recognition and Transparency of Vocational Qualifications; The Way Forward. Discussion Paper = Anerkennung und Transparenz von beruflichen Befahigungsnachweisen; Neue Wege. Diskussionspapier = Reconnaissance et transparence des qualifications professionelles; La voie a suivre. Document de discussion. CEDEFOP Panorama.
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(132) Reference Materials - Directories/Catalogs

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Discretionary Projects Supported by the Office of Special Education Programs under the Individuals with Disabilities Education Act, Fiscal Year 1997: Research, Innovation, and Evaluation.	334p.	L1	ED 417 556
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(134) Reference Materials - Vocabularies/Classifications

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Welfare Reform: Effects of Changes Made to the Summer Food Service Program. Testimony before the Subcommittee on Early Childhood, Youth and Families, Committee on Education and the Workforce. House of Representatives.	12p.	L1	ED 417 829

(100) AudioVisual Non-Print Materials

Early Education Program for Children with Multiple Disabilities: A Mechanism To Utilize Integrated Early Intervention Teams for Infants & Toddlers with Multiple Disabilities. Final Report.	536p.	L1	ED 417 570
Internet and Information Management. GIS Video Series No. 57. Videotape .	0p.	L3	ED 417 734
Linking Medicine & Education for the Child with Special Needs. What We Know...How We Teach. Videotape .	0p.	L3	ED 417 551
Peterson's Colleges with Programs for Students with Learning Disabilities or Attention Deficit Disorders. Fifth Edition.	664p.	L3	ED 417 533
Understanding and Managing Behavior of Young Children. Videotape .	0p.	L3	ED 417 563
Youth Afterschool Programs and the Role of Law Enforcement. NIJ Research in Progress videotape .	0p.	L3	ED 418 180

(110) Numerical/Quantitative Data

Arizona Division of Adult Education Annual Performance Report. Fiscal Year 1996.	85p.	L1	ED 417 314
Assessing Program Effects in the Presence of Treatment-Baseline Interactions: A Latent Curve Approach.	44p.	L1	ED 418 104
Associate Degree Three-Year Graduation Rates: Fall 94 to Spring 97.			

The Community College Presidency at the Millennium.	188p.	L2	ED 417 789
Community-Based Programming in Action: The Experiences of Five Community Colleges.	263p.	L2	ED 417 790
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Connecting Young Adults and Libraries: A How-To-Do-It Manual. Second Edition. How-To-Do-It Manuals for Librarians, Number 59.	460p.	L3	ED 417 745
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CONNECTIONS: An Interdisciplinary Team Approach to Professional Development. High School Team.	45p.	L1	ED 417 963
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National Education Longitudinal Study of 1988: Second Follow-up Questionnaire Content Areas and Research Issues. Working Paper Series.
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NEH-UT Collaborative Project for the Development and Implementation of Oral Assessment Materials. A Manual and Practical Guide for the Classroom Testing of Spoken Russian Using Authentic Task-Specific Assessment Rubrics.
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Policy Issues & Strategies Affecting Public Libraries in the National Networked Environment: Moving beyond Connectivity.
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Postsecondary Financing Strategies: How Undergraduates Combine Work, Borrowing, and Attendance. Statistical Analysis Report. Postsecondary Education Descriptive Analysis Reports.
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Project LEAD, October 1, 1992-September 30, 1993. Program Evaluation.
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Prevalence and Reasons for University Library Usage.	16p.	L1	ED 417 735
Private School Universe Survey, 1995-96. Statistical Analysis Report.	89p.	L1	ED 417 493
Proceedings of the Annual Meeting of the Association for Education in Journalism and Mass Communication (80th, Chicago, Illinois, July 30-August 2, 1997). Addenda I.	413p.	L1	ED 417 447

Learning Machine, Vietnamese Based Human-Computer Interface.	62p.	L1	ED 417 708
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Learning To Teach by Teaching: The Preparation of Post-Baccalaureate Candidates for Elementary Teaching through a Year-Long Mentored Internship.	31p.	L1	ED 418 061
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Writing Educational Biography: Explorations in Qualitative Research. Critical Education Practice; Volume 13. Garland Reference Library of Social Science, Volume 1098.	304p.	L3	ED 417 649
Writing Treatments That Sell: How To Create and Market Your Story Ideas to the Motion Picture and TV Industry.	234p.	L3	ED 417 413

(020) Collected Works - General

Adult Basic Skills: Innovations in Measurement and Policy Analysis. Series on Literacy: Research, Policy, and Practice.	360p.	L3	ED 417 298
The American University: National Treasure or Endangered Species?	171p.	L3	ED 417 680
Caring for Children with Cerebral Palsy: A Team Approach.	496p.	L3	ED 417 555
Cognitive Strategy Instruction that Really Improves Children's Academic Performance. Cognitive Strategy Training Series. Second Edition.	266p.	L3	ED 418 146
Creating Collaborative Advantage.	188p.	L3	ED 417 487
A Critical Assessment of Adult Continuing Education Curriculum Development in Practice. Occasional Paper Number 3.	38p.	L1	ED 417 343
Developing Support and Allied Staff in Higher Education.	177p.	L3	ED 417 681
Foundational Studies in Teacher Education: A Reexamination. Special Issues from the Teachers College Record.	166p.	L3	ED 418 084
Functional Approaches to Written Text: Classroom Applications.	295p.	L1	ED 417 422
Learning Opportunities beyond the School. 2nd Edition.	92p.	L1	ED 417 837
Lesbians in Academia: Degrees of Freedom.	298p.	L3	ED 417 687
Lifelong Learning. A Guide to Adult Education in the Church.	237p.	L3	ED 417 289
Literacy, Access, and Libraries among the Language Minority Population.	260p.	L3	ED 417 595
Measured Lies: The Bell Curve Examined.	454p.	L3	ED 418 167
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Benchmarks of Excellence: Effective Boards of Catholic Education.	220p.	L1	ED 417 489
Best and Promising Practices in Developmental Disabilities.	364p.	L3	ED 417 553
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BRIDGES: Bringing Resources, Inclusion, and Developmentally Appropriate Gains to Every Child in Mississippi: List of Resources.	58p.	L1	ED 417 576
Broadway Costumes on a Budget: Big-Time Ideas for Amateur Producers.	157p.	L3	ED 417 452
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Caring for You and Your Baby: From Pregnancy through the First Year of Life.	184p.	L3	ED 417 808
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Changing Priorities at Research Universities, 1991-1996. Based on: The National Study of Research Universities on the Balance between Research and Undergraduate Teaching (1992), by Peter J. Gray, Robert C. Froh, Robert M. Diammond.	94p.	L1	ED 417 679
Child Care Workers. Facts on Working Women. No. 98-1.	6p.	L1	ED 417 323
Commonwealth Scholarship and Fellowship Plan Report, 1993/4, 1994/5, 1995/6.	63p.	L2	ED 417 620
Community Service Activities Following High School. Indicator of the Month.	3p.	L1	ED 417 307
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A Review of the Department of Human Services' Decision To Reduce the Level of Funding to the Department of Education for Operation of the Home Ties Program for Family Preservation. Report to the Mississippi Legislature. No. 362.	74p.	L1	ED 417 852
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Sacramento START: An Evaluation Report, September, 1996-May, 1997.	47p.	L1	ED 418 142
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The Schools and Staffing Survey (SASS) for 1998-99: Design Recommendations To Inform Broad Education Policy. Working Paper Series.	47p.	L1	ED 418 152
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Proceedings of the Annual Meeting of the Association for Education in Journalism and Mass Communication (80th, Chicago, Illinois, July 30-August 2, 1997). Addenda II.
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The Push and Pull of Standards-Based Reform: How Does It Affect Local School Districts and Students with Disabilities?
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Racial Preferences at U.C. Berkeley. Racial Preferences in Undergraduate Enrollment at the University of California, Berkeley, 1993-1995: A Preliminary Report, Revised Edition.
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Racial Preferences at U.C. San Diego. Racial Preferences in Undergraduate Admissions at the University of California, San Diego, 1995.
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Reciprocal Teaching of Social Studies in Inclusive Elementary Classrooms.
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Recognition and Transparency of Vocational Qualifications; The Way Forward. Discussion Paper = Anerkennung und Transparenz von beruflichen Befahigungsnachweisen; Neue Wege. Diskussionspapier = Reconnaissance et transparence des qualifications professionelles; La voie a suivre. Document de discussion. CEDEFOP Panorama.
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Transforming Schools and Schools of Education: A New Vision for Preparing Educators.	159p.	L2	ED 418 080
University-Community Collaborations for the Twenty-First Century: Outreach Scholarship for Youth and Families. Michigan State University Series on Children, Youth, and Families, Vol. 4; Garland Reference Library of Social Science, Vol. 1119.	515p.	L3	ED 417 691
Vocational Education Today: Topical Issues.	161p.	L1	ED 417 268
Writing Educational Biography: Explorations in Qualitative Research. Critical Education Practice; Volume 13. Garland Reference Library of Social Science, Volume 1098.	304p.	L3	ED 417 649

(021) Collected Works - Proceedings

Clear Signals? Telecommunications, Convergence, and the Quality of Information. A Summary of Proceedings of the FLICC Forum on Federal Information Policies (14th, Washington, DC, 1997).

Development. Middle School Team.	50p.	L1	ED 417 962
Continuing on Track...as Your Child Grows & Learns = Mantenganse en el camino...Mientras que su nino/a crece y aprende.	9p.	L1	ED 417 853
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Due Process Hearing Officer Manual.	647p.	L1	ED 417 565
Early Childhood Action Tips.	22p.	L2	ED 417 803
Early Education Program for Children with Multiple Disabilities: A Mechanism To Utilize Integrated Early Intervention Teams for Infants & Toddlers with Multiple Disabilities. Final Report.	536p.	L1	ED 417 570
Economics and the Environment - EcoDetectives. EconomicsAmerica.	139p.	L2	ED 418 015
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Educating Young People about Energy for Environmental Stewardship: A Guide to Resources for Curriculum Development with an Emphasis on Youth-led, Community-based Learning.	53p.	L2	ED 417 926
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The EFC Formula Book: The Expected Family Contribution for			

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Instructional Policy and Classroom Performance: The Mathematics Reform in California.	56p.	L1	ED 417 942
Internet Access in Public Schools. Issue Brief.	4p.	L1	ED 417 698
Iowa Community Colleges, Fiscal Year 1998 Budgets.	64p.	L1	ED 417 786
Measuring Instruction, Curriculum Content, and Instructional Resources: The Status of Recent Work. Working Paper Series.	162p.	L1	ED 418 115
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SO - Social Studies/Social Science Education (continue)

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SP - Teaching and Teaching Education

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CG - Counseling and Student Services

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CS - Reading, English, and Communication

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UD - Urban Education

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EA028927	ED417466
EA028928	ED417467
EA028929	ED417468
EA028930	ED417469
EA028931	ED417470
EA028932	ED417471
EA028934	ED417472
EA028935	ED417473
EA028936	ED417474
EA028937	ED417475
EA028938	ED417476
EA028939	ED417477
EA028940	ED417478
EA028941	ED417479
EA028942	ED417480
EA028943	ED417481
EA028944	ED417482
EA028949	ED417483
EA028950	ED417484
EA028951	ED417485
EA028952	ED417486
EA028953	ED417487//
EA028954	ED417488
EA028956	ED417489
EA028963	ED417490
EA028964	ED417491
EA029003	ED417492
EA029004	ED417493
EA029006	ED417494

EC - Disabilities and Gifted Education

EC305929	ED417495
EC306237	ED417496
EC306238	ED417497
EC306239	ED417498
EC306240	ED417499
EC306241	ED417500
EC306242	ED417501
EC306243	ED417502
EC306244	ED417503
EC306245	ED417504
EC306246	ED417505
EC306247	ED417506
EC306248	ED417507
EC306249	ED417508
EC306250	ED417509
EC306251	ED417510
EC306253	ED417511
EC306254	ED417512
EC306255	ED417513
EC306256	ED417514
EC306257	ED417515
EC306258	ED417516
EC306259	ED417517
EC306260	ED417518

EC306261	ED417519
EC306262	ED417520
EC306263	ED417521
EC306264	ED417522
EC306265	ED417523
EC306266	ED417524
EC306267	ED417525
EC306268	ED417526
EC306269	ED417527
EC306270	ED417528
EC306271	ED417529
EC306272	ED417530
EC306273	ED417531
EC306274	ED417532
EC306276	ED417533//
EC306277	ED417534
EC306278	ED417535
EC306279	ED417536
EC306280	ED417537//
EC306281	ED417538
EC306282	ED417539
EC306283	ED417540
EC306285	ED417541
EC306286	ED417542
EC306287	ED417543
EC306288	ED417544
EC306290	ED417545
EC306291	ED417546//
EC306292	ED417547
EC306294	ED417548
EC306295	ED417549
EC306296	ED417550//
EC306297	ED417551//
EC306298	ED417552
EC306299	ED417553//
EC306300	ED417554//
EC306301	ED417555//
EC306303	ED417556
EC306304	ED417557
EC306305	ED417558
EC306306	ED417559
EC306307	ED417560
EC306308	ED417561
EC306309	ED417562
EC306310	ED417563//
EC306311	ED417564
EC306312	ED417565
EC306313	ED417566
EC306314	ED417567
EC306315	ED417568
EC306316	ED417569//
EC306317	ED417570
EC306318	ED417571
EC306319	ED417572
EC306320	ED417573
EC306321	ED417574
EC306322	ED417575
EC306323	ED417576

EF - Eric Facility

EF005006	ED417577
EF005007	ED417578
EF005008	ED417579

EF005037	ED417580

FL - Language and Linguistics

FL024891	ED417581
FL024921	ED417582
FL024972	ED417583
FL025071	ED417584
FL025087	ED417585
FL025088	ED417586
FL025089	ED417587
FL025090	ED417588
FL025091	ED417589
FL025092	ED417590
FL025093	ED417591
FL025110	ED417592//
FL025112	ED417593
FL025114	ED417594
FL025116	ED417595//
FL025118	ED417596
FL025119	ED417597
FL025120	ED417598
FL025121	ED417599
FL025122	ED417600
FL025123	ED417601//
FL025124	ED417602
FL025125	ED417603
FL025127	ED417604//
FL025128	ED417605//
FL025129	ED417606//
FL025130	ED417607
FL025131	ED417608//
FL025132	ED417609
FL025133	ED417610
FL025134	ED417611
FL025135	ED417612//
FL025136	ED417613
FL801216	ED417614
FL801218	ED417615
FL801219	ED417616

HE - Higher Education

HE031046	ED417617
HE031047	ED417618
HE031048	ED417619
HE031049	ED417620
HE031050	ED417621
HE031051	ED417622
HE031052	ED417623
HE031053	ED417624
HE031054	ED417625
HE031055	ED417626
HE031056	ED417627
HE031057	ED417628
HE031058	ED417629
HE031059	ED417630//
HE031083	ED417631
HE031084	ED417632
HE031085	ED417633//
HE031086	ED417634
HE031087	ED417635
HE031088	ED417636
HE031089	ED417637

HE031090	ED417638
HE031091	ED417639
HE031093	ED417640
HE031094	ED417641
HE031095	ED417642//
HE031096	ED417643//
HE031097	ED417644
HE031098	ED417645
HE031099	ED417646
HE031100	ED417647
HE031101	ED417648
HE031102	ED417649//
HE031103	ED417650
HE031104	ED417651
HE031105	ED417652
HE031106	ED417653
HE031107	ED417654//
HE031108	ED417655
HE031112	ED417656
HE031113	ED417657
HE031114	ED417658
HE031115	ED417659
HE031116	ED417660
HE031117	ED417661
HE031118	ED417662
HE031119	ED417663
HE031120	ED417664
HE031121	ED417665//
HE031122	ED417666
HE031123	ED417667
HE031124	ED417668
HE031125	ED417669
HE031126	ED417670
HE031127	ED417671
HE031128	ED417672
HE031129	ED417673
HE031130	ED417674
HE031131	ED417675//
HE031132	ED417676//
HE031133	ED417677
HE031135	ED417678
HE031136	ED417679
HE031137	ED417680//
HE031138	ED417681//
HE031139	ED417682
HE031140	ED417683
HE031143	ED417684
HE031144	ED417685//
HE031145	ED417686
HE031146	ED417687//
HE031147	ED417688//
HE031148	ED417689//
HE031149	ED417690//
HE031151	ED417691//
HE031152	ED417692

IR - Information and Technology

IR018747	ED417693
IR018760	ED417694
IR018761	ED417695
IR018762	ED417696
IR018763	ED417697
IR018764	ED417698

IR018765	ED417699
IR018766	ED417700
IR018767	ED417701
IR018769	ED417702
IR018770	ED417703
IR018771	ED417704
IR018772	ED417705
IR018773	ED417706
IR018774	ED417707
IR018775	ED417708
IR018776	ED417709//
IR018777	ED417710
IR018778	ED417711
IR018779	ED417712
IR018780	ED417713
IR056935	ED417714//
IR056936	ED417715//
IR056937	ED417716//
IR056938	ED417717
IR056939	ED417718
IR056941	ED417719
IR056945	ED417720//
IR056946	ED417721//
IR056947	ED417722
IR056948	ED417723//
IR056949	ED417724//
IR056950	ED417725//
IR056951	ED417726
IR056954	ED417727
IR056955	ED417728
IR056956	ED417729
IR056957	ED417730
IR056958	ED417731
IR056959	ED417732
IR056960	ED417733//
IR056961	ED417734//
IR056962	ED417735
IR056963	ED417736
IR056964	ED417737
IR056965	ED417738
IR056966	ED417739//
IR056967	ED417740
IR056968	ED417741
IR056969	ED417742
IR056970	ED417743
IR056971	ED417744//
IR056972	ED417745//
IR056973	ED417746//
IR056975	ED417747
IR056976	ED417748
IR056977	ED417749
IR056978	ED417750
IR056980	ED417751
IR056981	ED417752
IR056989	ED417753
IR056990	ED417754
IR056991	ED417755
IR056992	ED417756
IR056993	ED417757
IR056994	ED417758
IR056995	ED417759
IR056996	ED417760
IR056997	ED417761
IR056998	ED417762

IR056999	ED417763
IR057000	ED417764
IR057001	ED417765

JC - Community Colleges

JC980151	ED417766
JC980155	ED417767
JC980158	ED417768
JC980159	ED417769
JC980163	ED417770
JC980164	ED417771
JC980165	ED417772
JC980166	ED417773
JC980167	ED417774
JC980169	ED417775
JC980172	ED417776
JC980173	ED417777
JC980175	ED417778
JC980176	ED417779
JC980178	ED417780
JC980179	ED417781
JC980180	ED417782
JC980181	ED417783
JC980182	ED417784
JC980183	ED417785
JC980184	ED417786
JC980185	ED417787
JC980186	ED417788
JC980187	ED417789
JC980188	ED417790
JC980189	ED417791
JC980192	ED417792
JC980194	ED417793
JC980195	ED417794
JC980196	ED417795
JC980197	ED417796

PS - Elementary and Early Childhood Education

PS023414	ED417797//
PS026189	ED417798
PS026216	ED417799
PS026285	ED417800
PS026313	ED417801
PS026332	ED417802
PS026351	ED417803
PS026353	ED417804
PS026355	ED417805
PS026358	ED417806
PS026359	ED417807
PS026360	ED417808//
PS026361	ED417809
PS026363	ED417810
PS026366	ED417811
PS026367	ED417812
PS026368	ED417813//
PS026369	ED417814
PS026372	ED417815
PS026373	ED417816
PS026374	ED417817
PS026375	ED417818//
PS026379	ED417819
PS026380	ED417820

PS026381	ED417821
PS026382	ED417822
PS026383	ED417823
PS026384	ED417824//
PS026385	ED417825
PS026386	ED417826//
PS026387	ED417827
PS026392	ED417828
PS026393	ED417829
PS026394	ED417830
PS026395	ED417831
PS026396	ED417832
PS026397	ED417833
PS026398	ED417834
PS026399	ED417835
PS026400	ED417836
PS026401	ED417837
PS026402	ED417838
PS026403	ED417839
PS026405	ED417840
PS026406	ED417841
PS026407	ED417842
PS026408	ED417843//
PS026411	ED417844
PS026412	ED417845
PS026420	ED417846
PS026421	ED417847
PS026422	ED417848//
PS026423	ED417849
PS026424	ED417850
PS026425	ED417851
PS026427	ED417852
PS026428	ED417853
PS026429	ED417854
PS026430	ED417855
PS026431	ED417856
PS026432	ED417857
PS026433	ED417858
PS026434	ED417859
PS026438	ED417860
PS026439	ED417861
PS026442	ED417862//
PS026443	ED417863
PS026444	ED417864
PS026445	ED417865
PS026446	ED417866
PS026457	ED417867
PS026461	ED417868
PS026468	ED417869
PS026470	ED417870
PS026471	ED417871
PS026472	ED417872
PS026487	ED417873//
PS026494	ED417874//
PS026498	ED417875//
PS026499	ED417876//

RC - Rural Education and Small Schools

RC021411	ED417877
RC021424	ED417878
RC021429	ED417879//
RC021434	ED417880
RC021435	ED417881

RC021436	ED417882
RC021437	ED417883
RC021438	ED417884
RC021439	ED417885
RC021440	ED417886
RC021441	ED417887
RC021442	ED417888
RC021443	ED417889
RC021444	ED417890
RC021445	ED417891
RC021446	ED417892
RC021447	ED417893
RC021448	ED417894
RC021449	ED417895
RC021450	ED417896
RC021451	ED417897
RC021452	ED417898
RC021453	ED417899
RC021454	ED417900
RC021455	ED417901
RC021456	ED417902
RC021457	ED417903
RC021458	ED417904
RC021459	ED417905
RC021460	ED417906
RC021461	ED417907
RC021462	ED417908
RC021463	ED417909
RC021464	ED417910
RC021465	ED417911
RC021466	ED417912
RC021467	ED417913
RC021468	ED417914
RC021469	ED417915
RC021470	ED417916
RC021471	ED417917
RC021472	ED417918
RC021473	ED417919
RC021474	ED417920
RC021482	ED417921
RC021491	ED417922//
RC021492	ED417923//
RC021499	ED417924

SE - Science, Mathematics, and Environmental Education

SE059041	ED417925
SE060357	ED417926
SE060359	ED417927
SE060360	ED417928
SE060520	ED417929
SE061111	ED417930
SE061139	ED417931
SE061142	ED417932
SE061157	ED417933
SE061159	ED417934
SE061174	ED417935
SE061188	ED417936
SE061189	ED417937
SE061190	ED417938
SE061200	ED417939
SE061201	ED417940//
SE061213	ED417941
SE061214	ED417942

SE061225	ED417943
SE061228	ED417944
SE061229	ED417945
SE061236	ED417946
SE061241	ED417947
SE061243	ED417948
SE061246	ED417949
SE061247	ED417950
SE061249	ED417951
SE061258	ED417952
SE061260	ED417953//
SE061261	ED417954
SE061262	ED417955
SE061263	ED417956
SE061264	ED417957
SE061266	ED417958
SE061268	ED417959//
SE061269	ED417960
SE061271	ED417961
SE061272	ED417962
SE061273	ED417963
SE061280	ED417964
SE061284	ED417965//
SE061290	ED417966
SE061293	ED417967
SE061294	ED417968
SE061295	ED417969
SE061300	ED417970
SE061301	ED417971
SE061303	ED417972
SE061305	ED417973
SE061306	ED417974
SE061307	ED417975
SE061308	ED417976
SE061311	ED417977
SE061312	ED417978
SE061314	ED417979
SE061315	ED417980
SE061316	ED417981
SE061318	ED417982
SE061323	ED417983
SE061329	ED417984
SE061330	ED417985
SE061333	ED417986
SE061336	ED417987
SE061337	ED417988
SE061338	ED417989
SE061339	ED417990
SE061379	ED417991
SE061380	ED417992

SO - Social Studies/Social Science Education

SO027638	ED417993//
SO027677	ED417994
SO027680	ED417995
SO027684	ED417996
SO027685	ED417997
SO027765	ED417998//
SO027966	ED417999//
SO028127	ED418000
SO028332	ED418001//
SO028391	ED418002//
SO028397	ED418003//

S0028415	ED418004
S0028416	ED418005
S0028417	ED418006
S0028418	ED418007
S0028419	ED418008
S0028420	ED418009
S0028421	ED418010
S0028422	ED418011
S0028423	ED418012
S0028424	ED418013
S0028425	ED418014
S0028426	ED418015
S0028427	ED418016
S0028428	ED418017
S0028429	ED418018
S0028430	ED418019
S0028431	ED418020
S0028470	ED418021
S0028561	ED418022
S0028578	ED418023
S0028580	ED418024
S0028581	ED418025
S0028582	ED418026
S0028694	ED418027
S0028695	ED418028
S0028697	ED418029
S0028699	ED418030
S0028709	ED418031
S0028710	ED418032
S0028711	ED418033
S0028712	ED418034
S0028713	ED418035
S0028718	ED418036
S0028720	ED418037
S0028722	ED418038
S0028723	ED418039
S0028724	ED418040
S0028730	ED418041
S0028733	ED418042
S0028734	ED418043
S0028735	ED418044